

Introduction Page

Write a brief description about your school, the purpose of the school improvement team, and the process used to develop, implement and evaluate the school improvement plan.

Innovations Academy started at the outset of the 2008-2009 academic year. It was forged as a combination of the communities of two previous alternative education programs in Wyoming--Omega Alternative High School, and Horizons Community High School.

At the beginning of the school year, much was still to be accomplished to establish the school as an integrated learning community, where the mission and goals and approaches were all well defined and understood. As such, much of the Building School Improvement team's purpose this first year has been to correct and solidify many basic operations of the school--including things such as determining student credits and grade levels, achieving appropriate scheduling for students, determining an attendance policy, arranging realistic credit-recovery options and much more.

The primary process by which these processes took place were the weekly BSI team meetings, department meetings, and a great deal of work by several dedicated individuals who brought their questions and answers to the staff as a whole. This is true of the development of plans, their implementation, and their evaluation.

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A. Mission, Vision, and Belief Statements

Mission Statement

Why do we exist? What is our business?

We will provide hope, opportunity, and education for all students. The goal of the Innovations Academy Staff is to challenge and guide all students to attain their highest level of academic performance, social responsibility, and emotional and physical well being so they will be prepared to live in and contribute to a rapidly changing world.

Vision Statements

From where we are to where we need to be . . .

It has been our goal at Innovations Academy to develop a community of life-long learners, creative thinkers, and responsible individuals. We strive to provide an inclusive environment where each student feels connected to the school community and where students are assisted to achieve their highest potential through individual, flexible, and structured educational experiences designed to enhance their academic growth. Innovations will offer a rigorous and challenging curriculum, while actively addressing the individual learning styles of our diverse students. We will provide an academic support system to ensure that every student has the opportunity to succeed. We will model, mentor, and create structures and processes within our school community that foster compassionate, ethical, and responsible behavior.

Belief-Value Statements

What we do on a daily basis that makes the mission real?

We believe....

That students are our highest priority...

That each person has an inherent dignity and unique worth...

That each person has talent and potential...

That knowledge is power...

That learning is a lifelong process...

That each person should be empowered to take responsibility for his own education...

That, together, our similarities and differences create a vital community...

That education is the shared responsibility of the community...

We believe in the fundamental values of honest, respect, and responsibility.

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B. School Improvement Team Stakeholders

Representatives should include building administrators, teachers, students (secondary schools), support personnel, parents (representative of all students), community members, and school board members.

School Team Members Names	Positions
TJ Restau	Principal
Kelly Mcewen	Assistant Principal
Lori Brush	SI Chair
Randy Carmoney	Social Studies Chair
Kim Barksdale	Math Chair
Ed Arnold	Science Chair
Shantel Vandergalien	ELA Chair
Rick Otte	Special Education Chair
Deb Wayer	Elective Chair
Holly Vandentoor	WESSA

Role of the District Planning Team

The District School Improvement team meets once a month, and the Building School Improvement chair and building principal attend these meetings to interface with Wyoming's public education community. In this way, the building school improvement effort is informed and bolstered by the requirements and hopes of the Wyoming Board of Education, as those requirements and hopes are expressed in the shared vision and multiple efforts of the wider education community. Together, problems are addressed and solutions sought, planning is coordinated, goals and strategies are refined and improved, and multiple other important decisions are made. Wyoming Public Schools initiatives are guided by the vision, philosophy, and beliefs of the people who work for or are living in the district. From these core values, the district mission and goals were established. From these the strategies, timelines, responsibilities, and budget recommendations will address the priorities necessary to be successful in implementing the mission and goals.

The Wyoming community likes and needs to be involved in this plan. Therefore the plan includes an explanation of everyone's role in the process. Employees are empowered with opportunities, information, support, time, and resources which enable them to change and improve their environment, through a collaborative and consensus based model for decision-making. Active problem solving, resolution, implementing strategies, and evaluation of programs based on research and best practice will be the model for building and district level teams to follow.

It is the role of the District School Improvement Team to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the district

Role of the Building School Improvement Team

The Building School Improvement team, through their collective decision making, and as guided by the BSI chair and building principal, who understand the broader goals and will of Wyoming's whole educational community, provide for their building an essential function: They articulate the school's mission, formulate goals and processes where by that mission is tended to and the tending is assessed and improved, and they work continually--largely at weekly meetings, and from there, from each department head to their colleagues according to academic discipline--to ensure that the school offers a coherent program. In concert with the District Administration and DSI team, they create and enact an educational mission to lead students to successes--academic and social. It is the function of this team to dissegrate student achievement data and form this data determine through research the best practices towards improving studetn performance.

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C. Ten Components to the Schoolwide Plan

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2C School-wide Reform Strategies

Provide a description of how you ensure the following:

a. Strategies provide detail and are focused on helping all students reach state standards.

On the following pages strategies under each goal are described in detail. Strategies listed address the needs of all students based on a review of the data. Specific strategies to target at-risk students can be found on the bottom part of the goal pages.

The following strategies are fully utilized at Innovations to help all students reach state standards:

1. A standards based curriculum, which encompass state GLCE's at each grade level with common district-wide assessments for all standards

b. Strategies increase the quality and quantity of instruction.

Regular department meetings provide opportunities for teachers to review data and discuss and share effective instructional strategies. In such meetings, staff, having kept track of their success and struggles regarding helping students to reach state standards, will confer with their colleagues in order to learn from and improve each other's work. At these regular meetings, the department head will verify that, over time, every state standard is being addressed sufficiently.

At Innovations, principal walk-throughs in classrooms are utilized to ensure the implementation and integrity of instructional strategies.

Innovations will utilize the University of Kansas reading strategies (CLC) to improve reading

b & c. Research-based methods and strategies are utilized to determine strategies.

In addition to staff conferring with each other within departments regarding strategies, each teacher will also use a variety of research-based materials to ensure that they are employing tried methods. In addition to the individual searching of Internet-based sites like ERIC, department heads will encourage ongoing learning of current research by ordering subscriptions to peer-reviewed journals. Strategies implemented for 2009 -2010 are the following:

University of Kansas reading strategies (CLC)

Marzano vocabulary

Lucy Calkins writers workshop

Northwest Regional Education Lab 6+1 writing traits

c. Strategies are aligned with the findings of the needs assessment.

As staff consider strategies to help students attain to state standards--in their own classrooms, in department meetings, and in their ongoing research into current understanding regarding achievement--they will guide their perceptions with concrete data. In particular, they will reference actual student achievement as measured by standardized tests (state, district-wide, and building) ****[add in programs/process data]**** And teachers will address the needs and preferences of their students and those students' guardians by choosing strategies that take into account student and guardian preferences (as understood through survey data) and demographic data--especially that of their disadvantaged populations.

Data received from 2008-2009 from classroom assessments and state standardized tests show

d. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.

Our enriched and accelerated learning experiences will happen largely online through programs like E2020. These opportunities will enable students whose capacity to achieve is already beyond typical achievement standards in class. This enables students to stay engaged, and often to make up lost credit and time. Furthermore, since access is web-based and unlimited, the use of programs like E2020 is easy to make available to all students.

e. Describe how your strategies address the needs of all children in the school, but particularly the needs of students of target populations participating in the school-wide program and moving toward meeting the needs of students representing all major subgroups participating in the school-wide program.

By using the four measures of data from the Comprehensive Needs Assessment--as individual teachers and as members of core subject area departments--the needs of all students will be considered according to actual achievement and performance, student and guardian perceptions and expectations, and complete demographic data. In addition students will be given opportunities to recover lost credits in morning and after school programs for credit recovery online (E2020). Students needing extra assistance will be enrolled in skill strengthening classes (SOS) for reading, math science and social studies.

f. Briefly address how the school will determine if these needs are met.

Teachers will be able to review the result of their efforts, relative to student needs, by comparing student achievement throughout the year, looking at achievement according to the same demographic categories as above. Also, the school will gather student and guardian perception data to compare it with that acquired early in the year. Also through annual review of standardized data, such as MEAP and MME, and quarterly review of standard-based district assessments.

g. Describe how the school-wide goals and school improvement (PA25) are the same.

School-wide goals and school improvement both aim at assuring that the school is sufficiently meeting the needs of its entire population. This assurance is gained by regular and thorough research into the strengths and weaknesses of the population, its needs and hopes and expectations, as well as looking at trustworthy and proven strategies to improve student achievement. School improvement is planned for, guided, and referenced according to goals. These goals, then, ARE the school-wide goals.

The Title One school wide goals for Innovations are the same school improvement goals as the PA 25. Details provided on the goal pages meet all requirements of PA25 and exceed the expectations for schoolwide Title One

2. Reading Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
50% percent of the students will be proficient in the ELA portion of the MME by 2010.

Indicators:

After administration of the MME test and receipt of the scores during the 2008-09 school year. All students scored considerably under state proficiency levels with 40% meeting proficiency levels

Measures:

MEAP) and 10th MME (ACT and WorkKeys and grade PLAN and 9th grade WorkKeys and local common assessments.

Targets:

Twenty-five percent of students will score 80% or higher on local common assessments.

2008-2009	50%
2009-2010	65%
2010-2011	70%
2011-2012	80%
2012-2013	90%

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core:</p> <p>1. Daily practice of summarization skills, including the ACT One-sentence summary approach (at least twice a week).</p> <p>2. Practice of ACT test-taking strategies, beginning with a pre-test, followed by closer, weekly examination of questions, the methods of answering them, and the application HSCFs</p>	<p>Verification Tools (How will you know the strategy is implemented):</p> <p>1. Monthly review of ACT One-sentence summaries. Weekly review of overall summarization results.</p> <p>2. Bi-quarterly review of ACT practice test (beginning and end of quarter) as well as weekly</p>	<p>Who is Responsible? (Who will support and monitor the implementation?)</p> <p>Implementing:</p> <p>1. Principal, TJ Restau; English department head, Shantel Vandergalien; English teachers, Shantel Vandergalien, Kim Vliem, and Dana Levanduski.</p>	<p>1. Baron's ACT prep book (2009), district text books, district PD held in August 2008.</p> <p>2. ACT practice tests, in addition to that listed above.</p> <p>3. Training for all strategies will be conducted for the entire staff by members of the community, the administration, or the staff. The planning of training</p>
	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p>1. Comparison of MME results from year-to-year, as well as of local common assessments.</p> <p>2. Comparison of ACT practice test scores at the beginning and end of each quarter</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</p> <p>1. Much of this work of summarization is taking place already, but this more intensive application will begin 2nd semester of the 2008-09 school year.</p> <p>2. This ACT work will</p>	

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Strengthening of Skills (SOS) course for all identified secondary students who are one or more grade levels behind in reading.</p> <p>Continue co-teaching of English Language Learners and special education students</p> <p>Academic Recovery after school for students who need support to retake common assessments in their classes</p> <p>Monthly department meetings to discuss progress on goals and ways to</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Progress reports sent home and phone calls made quarterly at week five, letters sent home at week seven for students facing academic probation, and final reports sent home every nine weeks.</p> <p>Updating of school web site on strategies to use at home, plus important dates for parent meetings including but not limited to Parent-teacher conferences.</p> <p>Parent open houses 1 each quarter, 4 per year to discuss academic needs and concerns and to discuss strategies the school is implementing to address those concerns.</p>

2. Writing Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
All students will write across the disciplines, responding to prompts in every class each quarter. Staff will, as a beginning to ongoing training as writing coaches, will attend an in-service on the writing process and the 6 + 1 Writing Traits.

Indicators:

The collection of student writings, and staff attendance of 6 + 1 in-service.

Measures:

ACT and District common assessments (primarily the in class timed writings, but also the required writings).

The completed writing prompts; the staff attendance.

Targets:

Seventy-six percent student response to 1 writing prompt in every class each quarter; one hundred percent staff attendance of 6 + 1 in-service.

2008-2009	4%
2009-2010	30%
2010-2011	50%

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core:</p> <p>1. Writing--at least once per quarter.</p> <p>2. The Writing Process will be taught and implemented into all English and non-English classes school wide.</p> <p>3. The whole school will continue to teach and implement in-class and timed writing strategies to help improve students writing ability.</p>	<p>Verification Tools (How will you know the strategy is implemented):</p> <p>Every department head will verify, quarterly, to make sure that their colleagues are completing the prompts.</p> <p>The following measurements will be used to monitor success: The</p> <p>Assessment Measures (How will you know how to evaluate if the strategy is a success):</p> <p>English scores on ACT/MME and district common assessments will increase.</p>	<p>Who is Responsible? (Who will support and monitor the implementation?)</p> <p>Implementing:</p> <p>Department heads for writing; administrator for in-service attendance.</p> <p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?)</p> <p>The implementation of these strategies will begin at the start of the school year and continue all year long. See the SI data flow chart and plan for further information.</p>	<p>Training for all strategies will be conducted for the entire staff by members of the community, the administration, or the staff. The planning of training will be conducted through the Building School Improvement team. These trainings will be held during quarterly PD meetings, during department meetings, or at other times if needed</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Recovery time will be offered daily by classroom teachers - in class, before school, and after school. After school tutorials will be staffed by a certified teacher.</p> <p>Strengthening of Skills (SOS) course for all identified secondary students who are one or more grade levels behind in reading.</p> <p>Continue co-teaching of English Language Learners and special education students</p> <p>Academic Recovery implemented during the day school for students who need</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parent contact will occur throughout the year using informational letters as needed, telephone contacts, e-mails and Parent Gateway. Also included will be open house opportunities and P/T conferences 4 times during the school year. Students will get progress reports and quarterly report cards.</p>

2. Mathematics Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
40% of all Innovations Academy juniors will score a level 1 or 2 (proficient) on the M.M.E. Mathematics Exam by 2010.

Indicators:

MME results indicate 26% met proficiency levels in 2008-2009

Measures:

***MME 2009
 *District Common Assessments
 *Teacher constructed evaluation tools
 *Passing percentages of Algebra I classes**

Targets:

***Reportable score for 2009
 *40% proficient for 2010
 *40% passing Algebra I during 2nd semester 2009. 60% passing rate by end of 09-10.**

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
<p>Department/core: 1. Math department will incorporate the ACT one-sentence summary strategy at least twice per week in every class. These summaries will be evaluated for comprehension of main idea.</p>	<p>Verification Tools (How will you know the strategy is implemented): 1. A continual decrease in the percentage of students earning less than a level 4 on the Work Keys test. 2. Improvement on the ACT test. Show gains from previous year data</p>	<p>Who is Responsible? (Who will support and monitor the implementation?) Implementing: Math department, Kim Barksdale - Department Chair, Administration, Building SI Team.</p>	<p>1. Regular attendance at MCTM annual conference for as many of our math teachers as possible. 2. Regular department meetings (at least once a month) to discuss our progress with goals.</p>
<p>2. Teachers will create ACT type practice tests aligned with current HSCE's. Testing strategies, along with content application will be a</p>	<p>Assessment Measures (How will you know how to evaluate if the strategy is a success): Math scores on ACT/MME and district assessments will increase.</p>	<p>When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) We will target those juniors in need of intervention spring 09. In the fall of 09 we will use Explore scores to also target 9th and 10th graders. Data will be evaluated throughout the year and final analysis of</p>	<p>3. Ongoing training on Prentice Hall text and curriculum in 2009/2010 school year. 4. Participation in the Algebra for All</p>

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Recovery time will be offered daily by classroom teachers - in class, before school, and after school.</p> <p>After school tutorials will be staffed by certified teachers.</p> <p>Strengthening of Skills (SOS) course for all identified secondary students who are one or more grade levels behind in mathematics.</p> <p>Continue co-teaching of Math and special education students</p> <p>Academic Recovery after school for students who need support to retake</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parent contact will occur throughout the year using informational letters in individual classes as needed, e-mails, parent gateway (online gradebook), open house opportunities and P/T Conferneces (4).</p> <p>Progress reports sent home and phone calls made quarterly at week five, letters sent home at week seven for students facing academic probation, and final reports sent home every nine weeks.</p> <p>Updating of school web site on strategies to use at home, plus important dates for parent meetings including but not limited to Parent-teacher conferences.</p>

2. Science Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
40% of our students will be proficient on the science MME by 2010.

Indicators:

All students assessed scored considerably under state proficiency levels in the MME with 26% meeting proficiency levels

Measures:

ACT/MME
 PLAN
 WorkKeys
 Explore
 District common assessments
 AYP
 Administrative walk-throughs

Targets:

40% of students will pass local assessments.

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: 1. ACT one sentence summarization, at least once weekly. 2. Practicing ACT test-taking skills (focuses on HSCE's in science). Give students a 10 question pre-test, then go through a detailed explanation of one question per week, finishing the term with a post-test of the same 10 questions.	Verification Tools (How will you know the strategy is implemented): 1. Monthly review of ACT summarization. 2. Pre & post-test comparison	Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1. Science teachers & SI Science Chair, Ed Arnold 2. Science teachers & SI Science Chair, Tim Plants	1. Barron's ACT book (2009), district textbooks, district PD held in August 2008. 2. Barron's ACT book (2009), and online ACT prep websites.
3 The whole school	Assessment Measures (How will you know how to evaluate if the strategy is a success): 1. Compare & contrast student examples from the first week of class & the last week of class, to assess improvement progress. 2. Pre & post-test comparison.	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 1. Strategies start 1st semester, will be reviewed monthly & improvement progress will be analyzed by the end of the 2009-2010 school year. 2. Implementation starts 2nd semester and pre &	Training for all strategies will be conducted for the entire staff by members of the community, the administration, or the staff The

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Same as above, as well as recovery built into class time and after school 4 days a week. Also students can re-take common assessments.</p> <p>Recovery time will be offered daily by classroom teachers - in class, before school and after school. Afterschool tutorials will be staffed by a certified teacher. SOS and E2020 are offered for students who are behind in their grade levels. Continue with co-teaching model with ELL and SpecEd. students in core classes. Monthly deparment meetings to discuss goals and strategies. Track student progress using data sources. WIA program is used by academically at-risk students. Lexile scores to identify at-risk students. Teachers use the gradual release model to reinforce the learning of concepts</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>Parent/Teacher conferences, teacher gradebooks with ACT indicated assignments of strategy progress, & student grades and MME results sent home to parents.</p> <p>Progress reports sent home and phone calls made quarterly at week five, letters sent home at week seven for students facing academic probation, and final reports sent home every nine weeks.</p> <p>Updating of school web site on strategies to use at home, plus important dates for parent meetings including but not limited to Parent-teacher conferences.</p>

2. Social Studies Goal/Plan

Goal (SMART: Strategic/Specific, Measurable, Attainable, Results-based, and Timebound):
65% of students will be proficient on the Social Studies MME by 2010.

Indicators:

To be determined after the MME tests are administered and test results received in the 2008 and 2009 school year.

Measures:

Scores on the MME
 Local Common Assessments

Targets:

35% of the students will score a 60% or above on local common assessments.

Local common assessments

Strategies (explanation of process and frequency of use):	Assessment of Strategy Success (Expectations?)	Who/When is Responsible:	Professional Development / Resources
Department/core: 1. ACT one sentence summarization of reading, graphs, and pictures. 2)We will practice MEAP test taking strategies. We will provide a pretest, discuss one question each week as it relates to the content and test taking strategy, and then provide a post test at the end of the nine weeks. The questions will relate to the HSCF's in	Verification Tools (How will you know the strategy is implemented): 1)Monthly collection/review of ACT summarization 2) Monthly collection/review of MEAP practice questions. Common district assessments	Who is Responsible? (Who will support and monitor the implementation?) Implementing: 1)The individual teacher will be responsible for administering the ACT one sentence summary. The Department Chair will be responsible for collecting Data from the individual teachers	1)Barron's 2009 ACT Test Prep; Local Text Books; Summer 2008 Professional Development Seminar. 2)MEAP released items from prior years.The MEAP website will be used as well.
	Assessment Measures (How will you know how to evaluate if the strategy is a success): 1)We will pick five students at Random and compare three summaries each marking period. The summaries collected will be the first, middle, and last ones completed in the marking period.	When will this take place? (When will this strategy specifically begin, be evaluated, and be completed?) 1. Strategies start 1st semester, will be reviewed monthly & improvement progress will be analyzed by the end of the 2009-2010 school year. 2 Implementation starts	3. District wide social studies collaboration time to utilize lesson plans.

<p>At-Risk Strategies (Describe additional support for those students failing to master the standards):</p>	<p>Use the E2020 program to recover on an individual basis Use books on tape to improve understanding of content for those who struggle with reading comprehension.</p> <p>Recovery time will be offered daily by classroom teachers - in class, before school, and after school.</p> <p>After school tutorials will be staffed by certified teachers.</p> <p>Strengthening of Skills (SOS) course for all identified secondary students who</p>
<p>Parental Strategies (Describe how parents will be informed / involved in supporting instruction strategies):</p>	<p>1) Parents will receive progress reports with data indicated under the ACT one sentence summary assignment title. Also, information will be shared via parent/teacher conferences. Finally MME scores will be sent home.</p> <p>2) Use of parent Gateway/EDP Send important information home in both English and Spanish.</p> <p>Parent contact will occur throughout the year using informational letters in individual classes as needed, e-mails, parent gateway (online gradebook), open house opportunities and P/T Confernces (4).</p>

3. Instruction by Highly Qualified Professional Staff

(Teachers and Instructional Paraprofessionals)

a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements.

There are currently no instructional paraprofessionals working in our school.

b. Provide an assurance statement that all teachers are highly qualified

All hiring and placement goes through our district filter whose policy is to only hire highly qualified individuals.

All teachers at Innovations Academy meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

Additional Note: At the end of the 2008-2009 school year, Innovations teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle schools. Fifth grade students from all of the elementaries except Oriole Park, were taken out of the elementaries and sent to a newly created 5th/6th grade intermediate school at Jackson Park

4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Students

a. The teacher turnover rate at our school is:

The teacher turnover rate at Innovations is not a problem. Being a newly created school for 2008-2009 we, essentially, have the same staff that we started the school year with, except for one teacher transferring to a different school. This is the first year for our program, most teachers chose to teach here and wish to stay because of a commitment to our student population.

Additional Note: At the end of the 2008-2009 school year, Innovations teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings, as well as reorganizing the middle schools. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Innovations continues to be part of the highly

b. The table below identifies the experience level of key teaching and learning personnel

Building Input

Number of years teaching experience	Number of Teachers	Percentage of Teaching Staff
Over 15 years teaching experience	0	0
9 - 15 years teaching experience	4	27
4 - 8 years teaching experience	5	33

0 - 3 years teaching experience	6	40
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Degree	Number of Teachers	Percentage of Teaching Staff
BA/BS	5	33
MA	5	33
MA +30	5	33

c. There is/is not a high teacher turnover rate at our school. (If there is, describe the initiatives you have implemented to lower the rate).

Traditionally, there is not a high teacher turnover rate at the alternative school. However over the pas years due to financial shortfalls the district has undergone restructuring within buildings and actual closing of school buildings. These circumstances have led to realignment based on HQ status and contractual obligations within entire teaching staff in the district.

d. Describe specific initiatives at the district and school level to

attract and keep highly qualified teachers.

Innovations, as well as Wyoming Public Schools, has very little natural turnover and is highly considered to provide a higher rate of pay, benefits, opportunities for reimbursement, and more that exceeds most any district within a 50 mile radius. This makes the district a very attractive employer in the Kent County area.

Teachers are treated with respect and are vital in the decision-making process at the school . This along with working conditions that rival most any district makes for an environment that had a long-standing tradition of little to no natural turnover.

To assure a great start the school provides additional training two-years of mentoring (and more

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5. High-Quality and Ongoing Professional Development

a. Describe how staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.

Staff at Innovations receive ongoing and sustained professional development that is aligned with both building and district school improvement goals. Professional development is established district wide and placed on the district calendar meeting all state required hours. In addition, Innovations meets monthly in departments, SI and staff to receive additional staff development.

b. List and briefly describe all professional development activities and which goals they are aligned with. (Most of these professional development activities should also be included on goals pages.)

Building Input

Date	Activity (Activity is related to which goal(s?))	Participants	Evaluation
9/1/09	Four hours of training related to meeting the needs of all students, in particular those who are African American, Hispanic, financially challenged, and/or disabled. This PD addresses diversity needs across AII goals - reading	All staff	Staff online survey, attendance logs, and minutes
9/2/09	Three hours related to implementation of Marzano vocabulary strategies, SRI training, and E2020 training.	All staff	Active Participation, attendance logs, and minutes

<p>11/5/09</p>	<p>Three hours related to review on 6+1 traits writing techniques, CLC kansas model and Lucy Calkins writing workshop and the efectiveness of those stratgies with our students</p>	<p>All staff</p>	<p>Active Participation, attendance logs, and minutes</p>
<p>1/22/10</p>	<p>Three hours of intervention training to assure new individualized strategies are utilized for students not meeting learning standards. This PD addresses intervention methods utilized across all goals - reading, writing, math, science and social</p>	<p>All staff</p>	<p>Active Participation, Staff online survey, attendance logs, and minutes</p>
<p>6/4/10</p>	<p>Three hours related to the evaluation of the school improvement plan adopted for 2009-2010 and the addressing og goal changes and strategies implemented to determine best practices for next school year. New goals and strategies to be</p>	<p>All staff</p>	<p>Active Participation, Staff online survey, attendance logs, and minutes</p>

Wyoming Public Schools

6. Strategies to Increase Parental Involvement

a. Describe how parents are involved in the design, implementation and evaluation of the school wide plan:

Innovations is currently trying to increase parent and family involvement not only in our school, but on our SI committee. Innovations Academy is planning to design and implement a parent/guardian survey during the first semester and second semester to determine how we can best meet the needs of their students. This survey will include opportunity for parents/guardians to provide input on the school plan for student achievement, (including attendance policy, academic recovery, behavior modification, etc.) In addition, Innovations Academy is developing open-house type events with attendance/participation incentives. Every effort will be made to make all documents available in the native language spoken in the home.

b. Provide an assurance statement that a parent policy exists meeting NCLB requirements of Section 1118. It must apply to the entire school population and their parents and supports the goals and strategies outlined in the school-wide plan.

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

A. Innovation Academy expects the parents to be involved in the program, including their participation in the development of the plan.

Attach a copy of the parent policy to this plan

c. Describe how each of the following occur in your building:

1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress

On the evening of May 7, 2009 Innovations hosted a parent dinner in correlation with our parent/teacher conferences. At this time we distributed a copy of our handbook page that outlines the Michigan Merit curriculum, as well as presenting the information verbally to the group. We also adopted the following for the next school year:

Parent will be provided the following resources for monitoring their child's progress:

-Parent/Teacher Open House (at which time State content standards will be explained by principal and counselors)

2. Provide materials and training to help parents work with their children

Our parents also receive a quarterly report card that indicates where their child stands in each of his/her classes. Quarterly newsletters are also sent out to all parents indicating the happenings at Innovations. Next school year will include the following:

Parent will be provided the following resources for monitoring their child's progress:

-Parent/Teacher Open House (at which time State content standards will be explained by principal and counselors)

-Counselors, Staff, and administrators are available before and after school as needed

-Parent Gateway (online tool for accessing student's grades)

3. Train staff to build effective parent involvement

Needs determined after our May 7 open house survey was given. Next year staff will receive Professional development based upon needs. Staff will participate in monthly staff meetings, monthly department meetings and bi-monthly school improvement (SI) meetings to address these issues

4. Collaborate with other programs to coordinate parent involvement

1. 2009-2010A district school calendar coordinates all events in order to maximize all parent involvement opportunities.

2. All programs will communicate with parents on a regular basis through meetings, newsletters, or conferences

5. Provide information in a format and language that

parents can understand

14. Provide other reasonable support for parent involvement as parents may request.

f. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children.

Currently, all communication is available to parents in parent-friendly language. School makes every effort to provide all forms of communication through translation services when needed and ensures flexible scheduling for all meetings.

meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the school may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;

I. an annual evaluation of the parental involvement plan will be conducted with

d. Describe how you evaluate the parent involvement component of the school-wide plan:

For 2009-2010 Innovations Academy evaluates parent involvement through the use of surveys in the fall and spring, holding parent meetings quarterly, and inviting parent input at the SI meetings.

e. Explain how the results of the evaluation will be used to improve the school-wide program

We will work in the direction of what is needed from the parents as well as trying to gain more parent data received through the parent surveys is evaluated and areas of need highlighted to devise strategies to improve involvement. Suggestions from parent School Improvement members are discussed and areas of need identified and addressed. involvement in the future.

f. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school.

Innovations Academy develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:

1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;

g. Describe how the compact is used annually at parent teacher conferences.

The importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.

Open house opportunities will be implemented for the 2009-2010 school year

h. Attach a copy of the School compact to this plan

See attached copy

Wyoming Public Schools

INNOVATIONS ACADEMY

Four-Way Compact

We believe that the responsibility for learning is shared by all of us: Students, Parents, Teachers, and Administrators.

Student Agreement

It is important that I work to the best of my ability; therefore I will:

- *Come to each class every day on time and ready to learn*

i. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results.

We currently send quarterly report cards in English, but we need to identify the parents who speak Spanish so we can send them a Spanish copy. We also need to provide a translator from the district for parent/teacher conferences, because at this time, we rely heavily on the student translating for us and that may not be the best set up. In addition Innovations Academy provides quarterly report cards, Scholastic Reading Inventory results, MEAP data, and any assessment results in parent friendly language. Teachers maintain communication with parents via phone or e-mail, and provide parents with quarterly progress reports.

Innovations Academy has school administration and staff provide test data and interpretation meetings to allow parents to ask questions

7. Preschool Transition Strategies

a. Describe your plan for connecting with preschool age children that involves more than a once a year visit to the kindergarten classroom (include attachment if appropriate). OR Describe your plan for transitioning students at the entry and exit levels of your school.

Students may transition to the alternative program at any point between the 8th and 12th grades. Students not only enter Innovations at different grade levels, we accept students from a variety of surrounding school districts. Our program has an admissions procedure requiring each new candidate to first collect specific documents such as transcripts, birth and shot records, etc. Once the appropriate paperwork is in place, they attend a personal interview with the program director. The Admissions Flowchart (appendix AF) illustrates the process the director uses when making decisions about initial placement and movement within our program. Preliminary plans are being developed for the 2009-10 school year to incorporate additional strategies related to transitioning. Once our students are admitted, we believe there is a huge need to provide even more support as students acclimate themselves to our learning community. Examples would

b. Describe how you provide training to preschool parents and/or preschool teachers on the skills these students need when they enter kindergarten.

Innovations is currently developing a referral form (appendix RF) that we want to require from every home school. This document will include specific information that will help us better identify individual needs for a successful transition. It is our goal that Innovations make every effort to ensure our students enter with this advantage and support.

8. Teacher Participation in Making Assessment Decisions

a. Describe how teachers participate in the selection, development and use of school based academic assessments.

Through the school improvement process, district core curriculum teams, grade level and department meetings, and professional development days, teachers are continually given the opportunity to align, refine, and develop assessments. All common assessments are stored on the district-wide website, and teachers regularly communicate about maintaining and improving these assessments.

b. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Using IGOR (the county data warehouse), teachers regularly consult the data of student scores on district common assessments. In bi-weekly department meetings, teachers work to create common methods to improve student success. School-wide recovery is one method used to offer after school opportunities to retake common assessments or practice for future assessments. State scores on the MME (ACT and MEAP), Lexile reading test, the PLAN, and the WorkKeys are also analyzed and assessed regularly in order to improve instruction and the crafting of better common assessments for the classroom. Teachers from all three high schools also meet four times a year to discuss the data of student progress on school based common assessments and state-wide assessments. The data from student success and failure drives the implementation of improvements in the classroom. Staff continually monitors individual and group student progress

9. Timely and Additional Assistance to Students Having difficulty Mastering the Standards

a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level:

To identify students who are experiencing difficulty mastering the state standards at an advanced or proficient level, Innovations Academy implements several strategies: child studies initiated by parents or teachers, 3 year evaluation of special education students, annual English language proficiency assessment (ELPA), quarterly grade reports, use of data from district and state required (PLAN, ACT/MME, Work Keys, 9th grade Scholastic Reading Inventory results), and discussion among staff of high needs/at-risk students. All students have the opportunity for credit recovery for any classes that they have not passed. Innovations academy has a child study process where students that are having academic and or behavioral difficulties are identified. The team provides strategies to improve these areas of concern. If the strategies are not working then students will be observed and possibly evaluated for special education. Innovations has a ~~guided study class for students that would benefit from extended time test preparation~~

b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:

All students can work on recovery 4 days a week after school with an instructor. At the end of each marking period students have 2 weeks to recover all grades up to a 50% then the rest of the year to recover the class to a passing grade. Students are given many opportunities to retest, receive additional tutoring and recover failing grades. Remediation opportunities will be implemented in the curriculum across content areas for all students. Students needing more assistance are placed in skill strengthening classes (SOS) in each content area based upon need.

c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.

Teachers allow extended opportunity for daily work and assessments. Re-testing opportunities for all assessments. Teachers make necessary accommodations for students with attention difficulties, reading and math disabilities as well as students with a slow learner IQ. Extended time, materials read, break down of assignments and assessments, multiple learning opportunities, hands on instruction, teaching to all learning styles, and recovery time before, after and during school hours.

10. Coordination and Integration of Federal, State, and Local Programs and Resources

a. Describe how all programs and resources are coordinated and integrated toward the achievement of the school wide goals

Innovations Academy coordinates and integrates funds from TitleI, TitleII, TitleIII, Safe and Drug Free Schools, 41a, At Risk (31a), Workforce Investment Act (WIA) and district general funds to support a variety of programs. The grants are a vital resource to accomplishing goals set forth in district and building improvement plans. Using the above mentioned grants Innovations Academy continues to accomplish the goals in the building improvement plan. Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

Building Input

Schoolwide Components	Funding Sources	Goal Areas	Programs
1. Comprehensive Needs Assessment			
2. Schoolwide Reform Strategies			
3. Instruction by Highly Qualified Professional Staff			
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools			

5. High-Quality and Ongoing Professional Development			
6. Strategies to Increase Parental Involvement			
7. Transition Strategies			
8. Teacher Participation in Making Assessment Decisions			
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards			
10. Coordination and integration of Federal, State, and Local Programs and Resources			

d. Describe how you coordinate and integrate federal, state and local program services that apply to the grade levels in your building. (Violence prevention programs, nutrition programs,

housing programs, Head Start, adult educations, vocational and technical education, and job training.

Coordination requirements for schoolwide programs are found in Section 1114(A)(1), (4)(J) of the Title 1 documentation. A learning education agency (LEA) may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from such families. A schoolwide program shall include coordination and integration of federal, state, and local services and programs, including programs support under this Act. Innovations Academy students may be chosen to participate in Kent Career Technical Center (KCTC) to gain skills in trade or vocational education. Students may also participate in Co-op and internships to further their skills in the workplace. In addition, we offer CRI – Community Based Instruction for career

Wyoming Public Schools

D. Curriculum Alignment

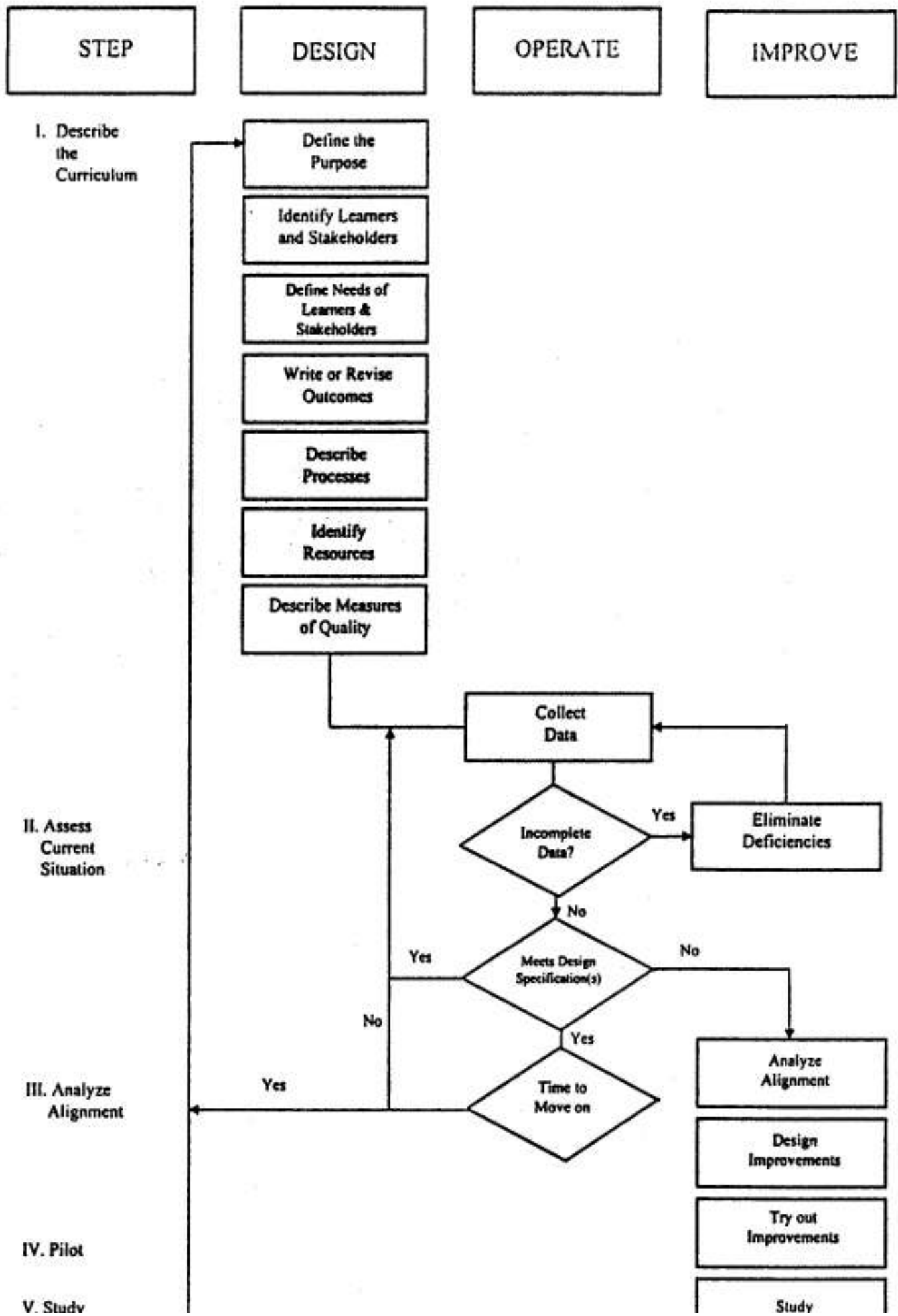
Describe the district/building process for aligning the academic goals, core curriculum development process, instructional strategies and assessment practices on an ongoing basis meets the needs of all students.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

Wyoming Public Schools

Description of District Curriculum Development Process Flowchart



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E. Use of Community Resources and Volunteers

Resources

a. Describe how the district and building utilize community resources and volunteers.

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families.

Staff at Innovations receive ongoing and sustained professional development that is aligned with both building and district school improvement goals. Professional development is established

Wyoming Public Schools

F. Adult Roles in Community Education, Libraries, and Community Colleges

a. Describe the "exit" skills developed that you want all students to demonstrate when they graduate.

**Wyoming Public Schools
General Learner Outcomes (GLO's) and Descriptors**

- 1. The student will demonstrate the ability to communicate effectively.**
 - **Demonstrate verbal, quantitative, technical, visual, and aural literacy.**
 - **Demonstrate the ability to communicate in at least two languages, one which is English.**
- 2. The student will demonstrate critical thinking.**
 - **Demonstrate observation skills**
 - **Draw reasonable inferences from observations**
 - **Perceive and make classifications schemes to organize inferences**
- 3. The student will demonstrate creative thinking.**
 - **Demonstrate fluency, flexibility, elaboration, and originality**
 - **Develop intellectual, artistic, and practical ideas and/or products**
 - **Assess creative works by reflecting on the originality, purpose, and quality of work**
- 4. The student will demonstrate skills in problem solving.**
 - **Define problems**
 - **Select appropriate frameworks, strategies, and resources to solve problems**
 - **Implement and evaluate solutions to problems**
 - **Create or adapt to change in social or work life**
- 5. The student will demonstrate skills as a self-directed learner and achiever.**
 - **Demonstrate self-esteem**
 - **Demonstrate self motivation and self-discipline**
 - **Self-assess performance as a learner according to academic, social and personal standards**
 - **Set educational and career goals**
- 6. The student will demonstrate skills for effective social interaction and cooperative work.**
 - **Identify, analyze, and evaluate behavior of self and others in a group situation**
 - **Work cooperatively to accomplish a goal**
 - **Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures**
- 7. The student will demonstrate effective local, state, national, and global citizenship.**
 - **Contribute time, energy, and talent to improve the welfare of the world community**
 - **Contribute time, energy, and talent to preserve and enhance the environment**
 - **Analyze and evaluate possible solutions to social and political problems**
- 8. The student will contribute time, energy, and talent to personal and physical well-being.**
 - **Self-assess fitness level through knowledge of a healthy life style**

Wyoming Public Schools

G. Methods for Effective Use of Technology and Alternative Assessment

a. How is technology instructed and used as an integral strategy for teaching and learning.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

Description of Development and Use of Alternative Assessment Measures

What, How, describe, the alternative assessments used for providing authentic and reliable assessment of skills, competencies and achievements and what professional development is needed to encourage and ensure staff appropriate use.

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families.

Wyoming Public Schools

H. On the Job Learning

Opportunities

Describe how on-the-job opportunities are provided to students in your school and/or district.

Innovations utilizes Career Pathways for their students. All students develop an EDP, which is based on tests and surveys completed. A Career Day, with visiting professionals in a variety of fields at the school in May every year.

Age appropriate students may dual enroll at KCTC which is a career technical school where students receive job specific training/education.

Students during a week in Spring semester go on college visitations to 4 local colleges/universities

Students who qualify can participate in Job core when their work schedule and school schedule are accommodated to meet their needs.

Wyoming Public Schools

I. Building Level Decision Making

a. Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

Wyoming Public Schools is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of the district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Wyoming Public Schools encourages the use of the Decision Making Model. The steps in using the model are:

- Clearly identify the problem based upon reliable short and long-term data.
- Clearly state the decision needing to be made by/for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification

b. Administrative Support - Describe the decision-making process for your district and how this process is clearly communicated to all stakeholders.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team, continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

J. Evaluation

Describe how your school:

a. Annually evaluates the implementation of, and results achievement by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement

Led by building administration all standardized tests results are evaluated.

The data from the Michigan Education Assessment Program (MEAP) test given in Social Studies in the fall to all freshmen is evaluated by the social studies department when the results come in to determine strengths and weaknesses of curriculum. The results have indicated that reading comprehension needs to improve.

The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience

b. Determines whether the school-wide program has been effective in increasing the achievement of students who have been furthest from achieving the standards

Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance has allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special ed., free and reduced lunch, and others are included.

c. Revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the school-wide program

The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district. Also credit recovery programs allow students to make up credits once they show mastery even after the marking period.

Wyoming Public Schools

K. Appendices

Appendices	Location
Comprehensive Needs Assessment	A
Parent Compact	B
Parent Policy	C
Parent Survey	D
Student Survey	E
Staff Survey	F

