

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2011 - 2012

ISD/RESA: Macomb ISD

School Name: Arts Academy in the Woods

Grades Served: 9,10,11,12

Principal: Mr. Maxwell Spayde

Building Code: 08884

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: English Language Arts	6
Goal 2: Mathematics	17
Goal 3: Science	30
Goal 4: Social Studies	40
Resource Profile	51
Additional Requirements	52
Assurances	60
Stakeholders	68
Statement of Non-Discrimination	69
Supporting Documentation	70

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:	Arts Academy in the Woods
District:	Arts Academy in the Woods
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	08884
City:	Fraser
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

ARTS ACADEMY IN THE WOODS...

- Provides excellence in an integrated arts and academics education with high standards that challenge all students.
- Embodies a safe and healthy physical and emotional environment that promotes inclusion and respect for individuality and diversity.
- Believes that effective communication among stakeholders, especially engaged listening, is essential to the successful development of our school.
- Supports and guides the student as artist through exploration, freedom of choice and expression, and frequent opportunities to showcase talents.
- Is a unique educational experience in Southeastern Michigan that prepares students for post-secondary and vocational success with a lifelong appreciation for art and learning.
- Staff embrace continuous learning with a passion for their content and the arts, while incorporating life skills and character development in their instruction.
- Cultivates and nurtures the highest expectations for performance and behavior throughout our community.

Mission Statement

AAW Mission Statement

Arts Academy in the Woods prepares our graduates to pursue the highest level of success in their post-secondary artistic, academic, vocational, and community lives.

Beliefs Statement

AAW has not articulated the organization's core belief statements at this time.

Goals

Name	Development Status	Progress Status
English Language Arts	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: English Language Arts

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will increase proficiency in English Language Arts.

Gap Statement: 30/55, or 55% of AAW students were proficient on the 2010-2011 Reading MME.

Per analysis of Ed-Yes data, 87% of AAW students were proficient OR provisionally proficient on the 2010-2011 Reading MME.

The State AYP target was 79% for 2010-2011. The State AYP target for 2011-2012 is 86% proficiency.

The gap for 2010-2011 was 24%, although counting provisionally proficient students, AAW exceeded the proficiency target by 8%.

Cause for Gap: 6/18, or 33% of African American students were proficient on the 2010-2011 Reading MME.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam ELA Reading and ELA Writing

EXPLORE and PLAN ELA and Reading Scores

Measures of Academic Progress Scores

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? Data or multiple measures used and criteria for success are:

--Students identified in our gap statement will demonstrate an increase in achievement as determined by the results on the MME, ACT PLAN, and ACT Explore assessments.

--Quarterly grade reports will indicate that fewer students are failing.

--The number of students requiring intervention programs will have decreased.

--Students will create their own achievement goals with teacher assistance.

Monitoring of progress toward goal/s will be achieved through regular staff discussion of student work, assessment results, and/or quarterly progress and grade reports. The number of students referred to, or dismissed from, the ELA support program will be monitored. Curriculum documents and assessments will be completed and utilized.

Contact Name: Maxwell Spayde

List of Objectives:

Name	Objective
English Language Arts Improvement	To increase the ELA reading proficiency rate on the 2011-2012 MME to more closely reflect the proficient+provisionally proficient rate of 87%. Based upon the current percent proficient of 55%, our goal for 2011-2012 is 65%. To increase African American MME ELA proficiency levels to a 2011-2012 proficiency rate of 45%, or 12/25 African American students taking the MME ELA test. 6/18, or 33% of African American students were proficient on the Reading MME in 2010-2011. 80% of students will articulate the learning target in the ELA classroom 100% of students set goals for their own learning 80% of students will articulate how learning in their art area intersects with learning in a traditional core academic area

1.1. Objective: English Language Arts Improvement

Measurable Objective Statement to Support Goal: To increase the ELA reading proficiency rate on the 2011-2012 MME to more closely reflect the proficient+provisionally proficient rate of 87%. Based upon the current percent proficient of 55%, our goal for 2011-2012 is 65%.

To increase African American MME ELA proficiency levels to a 2011-2012 proficiency rate of 45%, or 12/25 African American students taking the MME ELA test. 6/18, or 33% of African American students were proficient on the Reading MME in 2010-2011.

80% of students will articulate the learning target in the ELA classroom

100% of students set goals for their own learning

80% of students will articulate how learning in their art area intersects with learning in a traditional core academic area

List of Strategies:

Name	Strategy
A Professional Learning Community Creates and Achieves Goals	In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.
Diagnostic and	Teachers will use diagnostic and formative assessment to inform their instructional

Formative assessment informs instruction	practice.
Engage Students in the Learning Process	As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.
Engage through artistic habits of mind	As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.
Simplify and Clarify Curriculum through Essential Standards	Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.
Target Students Most At-Risk for Failure with More Instruction	All students are capable of learning the Michigan Merit Curriculum, but some students will learn quickly while others learn more slowly. AAW will provide more instructional time to those students who need it to reach proficiency in the Michigan Merit Curriculum.

1.1.1. Strategy: A Professional Learning Community Creates and Achieves Goals

Strategy Statement: In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.

Selected Target Areas

Other Required Information for Strategy

DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How professional learning communities respond when kids don't learn.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Goal Setting Professional Development	2011-08-29	2012-06-15	Student Support Professional and Director of Student Support
Use assessment results to generate goals	2011-09-06	2012-06-15	Student Support Professional and Director of Student Support

1.1.1.1. Activity: Goal Setting Professional Development

Activity Type: Professional Development

Activity Description: Arts Academy in the Woods staff and teachers will explore the different ways in which to use results of student assessments to help students and adults write goals, create strategies aligned with those goals, and mark progress against those goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Support Professional and Director of Student Support	Title II Part A	4,000.00	

1.1.1.2. Activity: Use assessment results to generate goals

Activity Description: Arts Academy in the Woods staff will review results of Measures of Academic Progress, EXPLORE, PLAN, ACT, MME and local summative and formative assessments and will use assessment results to identify students most at-risk of failure and identify appropriate strategies to support the student. Staff will assist identified at-risk students in creating academic, artistic, creative and civic goals aligned with AAW’s Mission (AAW graduates the next generation of Artistic, Academic, Creative and Civic Leaders). Staff will directly support identified at-risk students in accomplishing their goals. This includes academic support, organizational support, or identification of external or online resources which would further support the identified at-risk student. Staff will work directly with identified at-risk students and core curriculum classroom teachers to design goals and instructional

strategies to increase student achievement and help identified at-risk students meet their goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Support Professional and Director of Student Support	Title I Part A	34,000.00	

1.1.2. Strategy: Diagnostic and Formative assessment informs instruction

Strategy Statement: Teachers will use diagnostic and formative assessment to inform their instructional practice.

Selected Target Areas

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

Stiggins and Chappuis, 2005. Using Student-Involved Classroom Assessment to Close Achievement Gaps.

Heritage, Kim, Vendlinski and Herman, 2009. From Evidence to Action: A Seamless Process in Formative Assessment?

Fisher and Frey, 2007. Checking for Understanding: Formative Assessment Techniques for your Classroom

Burke, 2010. Balanced Assessment: From Formative to Summative

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Professional Development	2011-08-29	2012-06-15	Principal
Check for Understanding in the Classroom	2011-09-06	2012-06-15	AAW admin and teachers
Reading Apprenticeship	2011-09-06	2012-06-15	AAW Teachers

1.1.2.1. Activity: Assessment Professional Development

Activity Description: Admin and Teachers will participate in professional development activities designed to expand the assessment repertoire of AAW teachers

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity: Spayde

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.2. Activity: Check for Understanding in the Classroom

Activity Description: Teachers will draw from these and other diagnostic and formative assessment strategies to gauge student readiness for learning and student grasp of curriculum.

- Accountable Talk
- Value Lineups
- Retellings
- Whip Around
- Think-Pair-Share
- Response Cards
- Hand Signals
- Use of Classroom Response Systems
- Read-Write-Pair-Share

Planned staff responsible for implementing activity: AAW admin and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.3. Activity: Reading Apprenticeship

Activity Description: Teachers will continue to use Reading Apprenticeship strategies as appropriate in the classroom

Planned staff responsible for implementing activity: AAW Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3. Strategy: Engage Students in the Learning Process

Strategy Statement: As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.

Selected Target Areas

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Other Required Information for Strategy

Swain-Bradway, Kerner and Morrison, date unknown. The High School Behavior Education Program, HS-BEP

Boudett, City and Murnane, 2006. Datawise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.

Miles-Grant, Mills, Bouk and Davidson, 2009. Secondary Lenses on Learning: Team Leadership for Mathematics in Middle and High Schools, Participant Book.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Day	2011-10-01	2011-10-31	Mitchell, Spayde, AAW teachers
Positive Behavior Interventions and Supports	2011-09-06	2012-06-15	AAW Climate Committee

1.1.3.1. Activity: Data Day

Activity Description: In October of 2011, AAW administrators, students and teachers will use 1 instructional day to review individual student reports from Measures of Academic Progress, EXPLORE and PLAN. By the end of the day, each student will have one or more academic or artistic goals to guide them towards their next steps for learning.

Planned staff responsible for implementing activity: Mitchell, Spayde, AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2011-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3.2. Activity: Positive Behavior Interventions and Supports

Activity Type: Professional Development

Activity Description: Throughout 2011-2012, AAW will investigate PBIS and create an positive behavior intervention and support framework for AAW students.

Planned staff responsible for implementing activity: AAW Climate Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4. Strategy: Engage through artistic habits of mind

Strategy Statement: As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.

Selected Target Areas

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Other Required Information for Strategy

Hetland, Winner, Veenema and Sheridan, 2007. Studio Thinking.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Art-integrated lessons and units	2011-09-06	2012-06-15	Mitchell, Tyson
Define "Creative Lens"	2011-10-01	2012-06-15	AAW principal, OU Art faculty

1.1.4.1. Activity: Art-integrated lessons and units

Activity Description: In order to develop our students' critical thinking skills and make connections between their studies in the traditional core academic curriculum and the arts, AAW teachers in partnership with colleagues from Oakland University will create integrated art and academic lessons and units of instruction.

Planned staff responsible for implementing activity: Mitchell, Tyson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.2. Activity: Define "Creative Lens"

Activity Type: Professional Development

Activity Description: In order to effectively implement a curriculum which truly integrates arts and academic learning, AAW and our supporters must create a common vocabulary and a common set of understandings before engaging in substantive dialogue and writing cross-curricular lessons or units. AAW will partner with faculty from Oakland University's School of Education and Human Services on a series of Professional Development conversations designed to let each participant define for him or herself what a "creative lens" means in learning.

Planned staff responsible for implementing activity: AAW principal, OU Art faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5. Strategy: Simplify and Clarify Curriculum through Essential Standards

Strategy Statement: Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

Selected Target Areas

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Other Required Information for Strategy

Makas, 2009. From Mandate to Achievement: 5 Steps to a Curriculum System that Works!

Marzano, Pickering and Pollock, 2001. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Essential Standards	2011-08-29	2012-06-15	Spayde, Mitchell, All AAW teachers

1.1.5.1. Activity: Write Essential Standards

Activity Type: Professional Development

Activity Description: AAW teachers will write 12-15 essential standards per class per semester. The essential standards will reflect the necessity to teach "narrow, deep" topics as opposed to "broad, shallow" topics. The essential standards will also be written as "learning targets" for students and will be aligned with best practice assessment techniques.

Planned staff responsible for implementing activity: Spayde, Mitchell, All AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.6. Strategy: Target Students Most At-Risk for Failure with More Instruction

Strategy Statement: All students are capable of learning the Michigan Merit Curriculum, but some students will learn quickly while others learn more slowly. AAW will provide more instructional time to those students who need it to reach proficiency in the Michigan Merit Curriculum.

Selected Target Areas

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Other Required Information for Strategy

Tomlinson and Imbeau, 2010. Leading and Managing A Differentiated Classroom.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA Support Class or Classes	2011-09-06	2012-06-15	Cerrasco

1.1.6.1. Activity: ELA Support Class or Classes

Activity Description: AAW will provide additional instruction to students who are most at-risk of not graduating due to inability to access the curriculum.

AAW will identify the most at-risk students through the use of MAP (Measures of Academic Progress) testing and will target those students 3 or more grade levels behind in reading.

Additional instruction is be provided during the school day, and credit granted in this class does not supplant credit needed to graduate from AAW.

Students who make significant progress in the support class will be moved out of the class at the earliest possible time to allow for flexible targeting of students most at need.

Instruction in the support class will supplement the instruction given in the grade level class and will also focus on the basics of improving reading.

Planned staff responsible for implementing activity: Cerrasco

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase proficiency in Mathematics

Gap Statement: In 2010-2011, 17/41 or 33% of students at Arts Academy in the Woods were proficient on the Mathematics Test of the Michigan Merit Exam. However, 67% of AAW students were either proficient or PROVISIONALLY PROFICIENT on the Mathematics Test of the Michigan Merit Exam.

The Adequate Yearly Progress target for 2010-2011 was 67%.

Cause for Gap: 1/17, or 6% of African American students were proficient on the 2010-2011 MME Math Test

5/20, or 25% of Economically Disadvantaged students were proficient on the 2010-2011 MME Math Test

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam Mathematics

EXPLORE and PLAN ELA and Math Scores

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? Data or multiple measures used and criteria for success are:

- Students identified in our gap statement will demonstrate an increase in achievement as determined by the results on the MME, ACT PLAN, and ACT Explore assessments.
- Quarterly grade reports will indicate that fewer students are failing.
- The number of students requiring intervention programs will have decreased.
- Students will create their own achievement goals with teacher assistance.

Monitoring of progress toward goal/s will be achieved through regular staff discussion of student work, assessment results, and/or quarterly progress and grade reports. The number of students referred to, or dismissed from, the Math support program will be monitored. Curriculum documents and assessments will be completed and utilized.

Contact Name: Maxwell Spayde

List of Objectives:

Name	Objective
Math Improvement	To increase the Math proficiency rate on the 2011-2012 MME to more closely reflect the proficient+provisionally proficient rate of 67%. Based upon the current percent proficient of 33%, our goal for 2011-2012 is 45%. To increase the proficiency rate of African American Students on the 2011-2012 Math MME to 20%, or 5/25 students. To increase the proficiency rate of Economically Disadvantaged Students on the 2011-2012 Math MME to 32%, or 7/20 students. In 2010-2011, 25% of Economically Disadvantaged Students were proficient on the Math MME. 80% of students will articulate the learning target in the math classroom 100% of students set goals for

their own learning 80% of students will articulate how learning in their art area intersects with learning in a traditional core academic area

2.1. Objective: Math Improvement

Measurable Objective Statement to Support Goal: To increase the Math proficiency rate on the 2011-2012 MME to more closely reflect the proficient+provisionally proficient rate of 67%. Based upon the current percent proficient of 33%, our goal for 2011-2012 is 45%.

To increase the proficiency rate of African American Students on the 2011-2012 Math MME to 20%, or 5/25 students.

To increase the proficiency rate of Economically Disadvantaged Students on the 2011-2012 Math MME to 32%, or 7/20 students. In 2010-2011, 25% of Economically Disadvantaged Students were proficient on the Math MME.

80% of students will articulate the learning target in the math classroom

100% of students set goals for their own learning

80% of students will articulate how learning in their art area intersects with learning in a traditional core academic area

List of Strategies:

Name	Strategy
A Professional Learning Community Creates and Achieves Goals	In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.
Diagnostic and Formative assessment informs instruction	Teachers will use diagnostic and formative assessment to inform their instructional practice.
Engage Students in the Learning Process	As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.
Engage through artistic habits of mind	As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.

Simplify and Clarify Curriculum through Essential Standards	Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.
Target Students Most At-Risk for Failure with More Instruction	All students are capable of learning the Michigan Merit Curriculum, but some students will learn quickly while others learn more slowly. AAW will provide more instructional time to those students who need it to reach proficiency in the Michigan Merit Curriculum.

2.1.1. Strategy: A Professional Learning Community Creates and Achieves Goals

Strategy Statement: In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.

Selected Target Areas

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Other Required Information for Strategy

DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How professional learning communities respond when kids don't learn.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Goal Setting Professional Development	2011-08-29	2012-06-15	Student Support Professional and Director of Student Support
Use assessment results to generate goals	2011-09-06	2012-06-15	Student Support Professional and Director of Student Support

2.1.1.1. Activity: Goal Setting Professional Development

Activity Type: Professional Development

Activity Description: Arts Academy in the Woods staff and teachers will explore the different ways in which to use results of student assessments to help students and adults write goals, create strategies aligned with those goals, and mark progress against those goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.2. Activity: Use assessment results to generate goals

Activity Description: Arts Academy in the Woods staff will review results of Measures of Academic Progress, EXPLORE, PLAN, ACT, MME and local summative and formative assessments and will use assessment results to identify students most at-risk of failure and identify appropriate strategies to support the student. Staff will assist identified at-risk students in creating academic, artistic, creative and civic goals aligned with AAW's Mission (AAW graduates the next generation of Artistic, Academic, Creative and Civic Leaders). Staff will directly support identified at-risk students in accomplishing their goals. This includes academic support, organizational support, or identification of external or online resources which would further support the identified at-risk student. Staff will work directly with identified at-risk students and core curriculum classroom teachers to design goals and instructional strategies to increase student achievement and help identified at-risk students meet their goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2. Strategy: Diagnostic and Formative assessment informs instruction

Strategy Statement: Teachers will use diagnostic and formative assessment to inform their instructional practice.

Selected Target Areas

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Other Required Information for Strategy

Stiggins and Chappuis, 2005. Using Student-Involved Classroom Assessment to Close Achievement Gaps.

Heritage, Kim, Vendlinski and Herman, 2009. From Evidence to Action: A Seamless Process in Formative Assessment?

Fisher and Frey, 2007. Checking for Understanding: Formative Assessment Techniques for your Classroom
 Burke, 2010. Balanced Assessment: From Formative to Summative

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Professional Development	2011-08-29	2012-06-15	Principal
Assessment Research in Math Education	2011-09-06	2012-06-15	Math staff
Balance Assessment types	2011-09-06	2012-06-15	Math staff
Check for Understanding in the Classroom	2011-09-06	2012-06-15	AAW admin and teachers

2.1.2.1. Activity: Assessment Professional Development

Activity Type: Professional Development

Activity Description: Admin and Teachers will participate in professional development activities designed to expand the assessment repertoire of AAW teachers

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.2. Activity: Assessment Research in Math Education

Activity Type: Professional Development

Activity Description: Math Teachers will attend MCTM conference and report back on current state of assessment research in Mathematics Education

Planned staff responsible for implementing activity: Math staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.3. Activity: Balance Assessment types

Activity Type: Professional Development

Activity Description: Teachers will meet during Thursday early release time to plan for balanced assessment

Planned staff responsible for implementing activity: Math staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.4. Activity: Check for Understanding in the Classroom

Activity Description: Teachers will draw from these and other diagnostic and formative assessment strategies to gauge student readiness for learning and student grasp of curriculum.

- Accountable Talk
- Value Lineups
- Retellings
- Whip Around
- Think-Pair-Share
- Response Cards
- Hand Signals
- Use of Classroom Response Systems
- Read-Write-Pair-Share

Planned staff responsible for implementing activity: AAW admin and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3. Strategy: Engage Students in the Learning Process

Strategy Statement: As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.

Selected Target Areas

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Other Required Information for Strategy

Swain-Bradway, Kerner and Morrison, date unknown. The High School Behavior Education Program, HS-BEP

Boudett, City and Murnane, 2006. Datawise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Day	2011-10-01	2011-10-31	Mitchell, Spayde, AAW teachers
Positive Behavior Interventions and Supports	2011-09-06	2012-06-15	AAW Climate Committee
Use procedural and conceptual math knowledge in teaching	2011-09-06	2012-06-15	Math Teachers

2.1.3.1. Activity: Data Day

Activity Description: In October of 2011, AAW administrators, students and teachers will use 1 instructional day to review individual student reports from Measures of Academic Progress, EXPLORE and PLAN. By the end of the day, each student will have one or more academic or artistic goals to guide them towards their next steps for learning.

Planned staff responsible for implementing activity: Mitchell, Spayde, AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2011-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3.2. Activity: Positive Behavior Interventions and Supports

Activity Type: Professional Development

Activity Description: Throughout 2011-2012, AAW will investigate PBIS and create an positive behavior intervention and support framework for AAW students.

Planned staff responsible for implementing activity: AAW Climate Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.3. Activity: Use procedural and conceptual math knowledge in teaching

Activity Description: AAW math teachers will plan for learning in both procedural math knowledge and conceptual math knowledge. Student learning will reflect the fact that students may use any of multiple strategies to solve a question using the language of math.

Planned staff responsible for implementing activity: Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.4. Strategy: Engage through artistic habits of mind

Strategy Statement: As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.

Selected Target Areas

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Other Required Information for Strategy

Hetland, Winner, Veenema and Sheridan, 2007. Studio Thinking.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Art-integrated lessons and units	2011-09-06	2011-10-31	Mitchell, Tyson
Define "Creative Lens"	2011-10-01	2012-06-15	AAW principal, OU Art faculty

2.1.4.1. Activity: Art-integrated lessons and units

Activity Description: In order to develop our students' critical thinking skills and make connections between their studies in the traditional core academic curriculum and the arts, AAW teachers in partnership with colleagues from Oakland University will create integrated art and academic lessons and units of instruction.

Planned staff responsible for implementing activity: Mitchell, Tyson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2011-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.4.2. Activity: Define "Creative Lens"

Activity Type: Professional Development

Activity Description: In order to effectively implement a curriculum which truly integrates arts and academic learning, AAW and our supporters must create a common vocabulary and a common set of understandings before engaging in substantive dialogue and writing cross-curricular lessons or units. AAW will partner with faculty from Oakland University's School of Education and Human Services on a series of Professional Development conversations designed to let each participant define for him or herself what a "creative lens" means in learning.

Planned staff responsible for implementing activity: AAW principal, OU Art faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.5. Strategy: Simplify and Clarify Curriculum through Essential Standards

Strategy Statement: Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

Selected Target Areas

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Other Required Information for Strategy

Makas, 2009. From Mandate to Achievement: 5 Steps to a Curriculum System that Works!

Marzano, Pickering and Pollock, 2001. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Essential Standards	2011-08-29	2012-06-15	Spayde, Mitchell, All AAW teachers

2.1.5.1. Activity: Write Essential Standards

Activity Type: Professional Development

Activity Description: AAW teachers will write 12-15 essential standards per class per semester. The essential standards will reflect the necessity to teach "narrow, deep" topics as opposed to "broad, shallow" topics. The essential standards will Goals Details for Arts Academy in the Woods also be written as "learning targets" for students and will be aligned with best practice assessment techniques.

Planned staff responsible for implementing activity: Spayde, Mitchell, All AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.6. Strategy: Target Students Most At-Risk for Failure with More Instruction

Strategy Statement: All students are capable of learning the Michigan Merit Curriculum, but some students will learn quickly while others learn more slowly. AAW will provide more instructional time to those students who need it to reach proficiency in the Michigan Merit Curriculum.

Selected Target Areas

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Other Required Information for Strategy

Tomlinson and Imbeau, 2010. Leading and Managing A Differentiated Classroom.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Algebra I Intervention and Support Class	2011-09-06	2012-06-15	Brodacki
Provide differentiated instruction through scheduling	2011-08-01	2012-02-14	Counselor, administrators, Math teachers

2.1.6.1. Activity: Algebra I Intervention and Support Class

Activity Description: AAW will provide additional instruction to students who are most at-risk of not graduating due to inability to access the curriculum.

--AAW will identify the most at-risk students through the use of MAP (Measures of Academic Progress) testing and will

target those students 3 or more grade levels behind in math achievement.
 --Additional instruction is be provided during the school day, and credit granted in this class does not supplant credit needed to graduate from AAW.
 --Students who make significant progress in the support class will be moved out of the class at the earliest possible time to allow for flexible targeting of students most at need.
 --Instruction in the support class will supplement the instruction given in Algebra I and will also focus on the basics of improving math literacy.

Planned staff responsible for implementing activity: Brodacki

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.6.2. Activity: Provide differentiated instruction through scheduling

Activity Description: AAW administrators and counselors will prioritize placement of students in correct math classes in order to provide instruction best matched to a student's assessed progress and achievement.

Planned staff responsible for implementing activity: Counselor, administrators, Math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-02-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Science

Content Area: Science
Development Status: Complete

Student Goal Statement: All students will increase proficiency in Science.

Gap Statement: In 2010-2011 27/54 or 50% of students at Arts Academy in the Woods were proficient on the Science Test of the Michigan Merit Exam.

Cause for Gap: In 2010-2011, 8/20, or 40% of economically disadvantaged students were proficient on the Science MME.

In 2010-2011, 3/17, or 18% of African American students were proficient on the Science MME.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam Science

EXPLORE and PLAN Science Scores

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? Data or multiple measures used and criteria for success are:

--Students identified in our gap statement will demonstrate an increase in achievement as determined by the results on the MME, ACT PLAN, and ACT Explore assessments.

--Quarterly grade reports will indicate that fewer students are failing.

--The number of students requiring intervention programs will have decreased.

--Students will create their own achievement goals with teacher assistance.

Monitoring of progress toward goal/s will be achieved through regular staff discussion of student work, assessment results, and/or quarterly progress and grade reports. The number of students referred to, or dismissed from, the ELA support program will be monitored. Curriculum documents and assessments will be completed and utilized.

Contact Name: Maxwell Spayde

List of Objectives:

Name	Objective
Science Improvement	To increase the Science proficiency rate on the 2011-2012 MME to 57%. To increase the African American Science proficiency rate on the 2011-2012 MME to 30%. To increase the Economically Disadvantaged Science proficiency rate on the 2011-2012 MME to 50%

3.1. Objective: Science Improvement

Measurable Objective Statement to Support Goal: To increase the Science proficiency rate on the 2011-

2012 MME to 57%.

To increase the African American Science proficiency rate on the 2011-2012 MME to 30%.

To increase the Economically Disadvantaged Science proficiency rate on the 2011-2012 MME to 50%

List of Strategies:

Name	Strategy
A Professional Learning Community Creates and Achieves Goals	In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.
Diagnostic and Formative assessment informs instruction	Teachers will use diagnostic and formative assessment to inform their instructional practice.
Engage Students in the Learning Process	As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.
Engage through artistic habits of mind	As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.
Simplify and Clarify Curriculum through Essential Standards	Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

3.1.1. Strategy: A Professional Learning Community Creates and Achieves Goals

Strategy Statement: In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.

Selected Target Areas

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Other Required Information for Strategy

DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How professional learning communities respond when kids don't learn.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Goal Setting Professional Development	2011-08-29	2012-06-15	Student Support Professional and Director of Student Support
Use assessment results to generate goals	2011-09-06	2012-06-15	Student Support Professional and Director of Student Support

3.1.1.1. Activity: Goal Setting Professional Development

Activity Type: Professional Development

Activity Description: Arts Academy in the Woods staff and teachers will explore the different ways in which to use results of student assessments to help students and adults write goals, create strategies aligned with those goals, and mark progress against those goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.1.2. Activity: Use assessment results to generate goals

Activity Description: Arts Academy in the Woods staff will review results of Measures of Academic Progress, EXPLORE, PLAN, ACT, MME and local summative and formative assessments and will use assessment results to identify students most at-risk of failure and identify appropriate strategies to support the student. Staff will assist identified at-risk students in creating academic, artistic, creative and civic goals aligned with AAW's Mission (AAW graduates the next generation of Artistic, Academic, Creative and Civic Leaders). Staff will directly support identified at-risk students in accomplishing their goals. This includes academic support, organizational support, or identification of external or online resources which would further support the identified at-risk student. Staff will work directly with identified at-risk students and core curriculum classroom teachers to design goals and instructional strategies to increase student achievement and help identified at-risk students meet their goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2. Strategy: Diagnostic and Formative assessment informs instruction

Strategy Statement: Teachers will use diagnostic and formative assessment to inform their instructional practice.

Selected Target Areas

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Other Required Information for Strategy

Stiggins and Chappuis, 2005. Using Student-Involved Classroom Assessment to Close Achievement Gaps.

Heritage, Kim, Vendlinski and Herman, 2009. From Evidence to Action: A Seamless Process in Formative Assessment?

Fisher and Frey, 2007. Checking for Understanding: Formative Assessment Techniques for your Classroom
 Burke, 2010. Balanced Assessment: From Formative to Summative

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Professional Development	2011-08-29	2012-06-15	Principal
Check for Understanding in the Classroom	2011-09-06	2012-06-15	AAW admin and teachers
Reading Apprenticeship	2011-09-06	2012-06-15	AAW Teachers

3.1.2.1. Activity: Assessment Professional Development

Activity Type: Professional Development

Activity Description: Admin and Teachers will participate in professional development activities designed to expand the assessment repertoire of AAW teachers

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.2. Activity: Check for Understanding in the Classroom

Activity Description: Teachers will draw from these and other diagnostic and formative assessment strategies to gauge student readiness for learning and student grasp of curriculum.

- Accountable Talk
- Value Lineups
- Retellings
- Whip Around
- Think-Pair-Share
- Response Cards
- Hand Signals
- Use of Classroom Response Systems
- Read-Write-Pair-Share

Planned staff responsible for implementing activity: AAW admin and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.2.3. Activity: Reading Apprenticeship

Activity Description: Teachers will continue to use Reading Apprenticeship strategies as appropriate in the classroom

Planned staff responsible for implementing activity: AAW Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.3. Strategy: Engage Students in the Learning Process

Strategy Statement: As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.

Selected Target Areas

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Other Required Information for Strategy

Swain-Bradway, Kerner and Morrison, date unknown. The High School Behavior Education Program, HS-

BEP

Boudett, City and Murnane, 2006. Datawise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Day	2011-10-01	2011-10-31	Mitchell, Spayde, AAW teachers
Positive Behavior Interventions and Supports	2011-09-06	2012-06-15	AAW Climate Committee

3.1.3.1. Activity: Data Day

Activity Description: In October of 2011, AAW administrators, students and teachers will use 1 instructional day to review individual student reports from Measures of Academic Progress, EXPLORE and PLAN. By the end of the day, each student will have one or more academic or artistic goals to guide them towards their next steps for learning.

Planned staff responsible for implementing activity: Mitchell, Spayde, AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2011-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3.2. Activity: Positive Behavior Interventions and Supports

Activity Type: Professional Development

Activity Description: Throughout 2011-2012, AAW will investigate PBIS and create an positive behavior intervention and support framework for AAW students.

Planned staff responsible for implementing activity: AAW Climate Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.4. Strategy: Engage through artistic habits of mind

Strategy Statement: As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.

Selected Target Areas

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Other Required Information for Strategy

Hetland, Winner, Veenema and Sheridan, 2007. Studio Thinking.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Art-integrated lessons and units	2011-09-06	2012-06-15	Mitchell, Tyson
Define "Creative Lens"	2011-10-01	2012-06-15	AAW principal, OU Art faculty

3.1.4.1. Activity: Art-integrated lessons and units

Activity Description: In order to develop our students' critical thinking skills and make connections between their studies in the traditional core academic curriculum and the arts, AAW teachers in partnership with colleagues from Oakland University will create integrated art and academic lessons and units of instruction.

Planned staff responsible for implementing activity: Mitchell, Tyson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.4.2. Activity: Define "Creative Lens"

Activity Type: Professional Development

Activity Description: In order to effectively implement a curriculum which truly integrates arts and academic learning, AAW and our supporters must create a common vocabulary and a common set of understandings before engaging in substantive dialogue and writing cross-curricular lessons or units. AAW will partner with faculty from Oakland University's School of Education and Human Services on a series of Professional Development conversations designed to let each participant define for him or herself what a "creative lens" means in learning.

Planned staff responsible for implementing activity: AAW principal, OU Art faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.5. Strategy: Simplify and Clarify Curriculum through Essential Standards

Strategy Statement: Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

Selected Target Areas

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Other Required Information for Strategy

Makas, 2009. From Mandate to Achievement: 5 Steps to a Curriculum System that Works!

Marzano, Pickering and Pollock, 2001. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Essential Standards	2011-08-29	2012-06-15	Spayde, Mitchell, All AAW teachers

3.1.5.1. Activity: Write Essential Standards

Activity Type: Professional Development

Activity Description: AAW teachers will write 12-15 essential standards per class per semester. The essential standards will reflect the necessity to teach "narrow, deep" topics as opposed to "broad, shallow" topics. The essential standards will also be written as "learning targets" for students and will be aligned with best practice assessment techniques.

Planned staff responsible for implementing activity: Spayde, Mitchell, All AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will increase or maintain proficiency in Social Studies

Gap Statement: 43 of 54, or 80% of students were proficient on the MME Social Studies Test.

Cause for Gap: 10 of 17, or 59% of African American Students were proficient on the MME Social Studies Test.

Multiple measures/sources of data you used to identify this gap in student achievement: Michigan Merit Exam Social Studies Scores

EXPLORE and PLAN Reading Scores

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? Data or multiple measures used and criteria for success are:

--Students identified in our gap statement will demonstrate an increase in achievement as determined by the results on the MME, ACT PLAN, and ACT Explore assessments.

--Quarterly grade reports will indicate that fewer students are failing.

--The number of students requiring intervention programs will have decreased.

--Students will create their own achievement goals with teacher assistance.

Monitoring of progress toward goal/s will be achieved through regular staff discussion of student work, assessment results, and/or quarterly progress and grade reports. The number of students referred to, or dismissed from, the ELA support program will be monitored. Curriculum documents and assessments will be completed and utilized.

Contact Name: Maxwell Spayde

List of Objectives:

Name	Objective
Social Studies Maintenance and Improvement	To maintain MME Social Studies proficiency levels at 80% of students proficient.

4.1. Objective: Social Studies Maintenance and Improvement

Measurable Objective Statement to Support Goal: To maintain MME Social Studies proficiency levels at 80% of students proficient.

List of Strategies:

Name	Strategy
A Professional Learning Community Creates and Achieves Goals	In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.
Diagnostic and Formative assessment informs instruction	Teachers will use diagnostic and formative assessment to inform their instructional practice.
Engage Students in the Learning Process	As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.
Engage through artistic habits of mind	As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.
Simplify and Clarify Curriculum through Essential Standards	Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

4.1.1. Strategy: A Professional Learning Community Creates and Achieves Goals

Strategy Statement: In a professional learning community, adults and students write goals and objectives - informed by data - designed to focus their actions, use strategies aligned with their goals, and check their progress against benchmarks. Arts Academy in the Woods will support adult and student efforts to write data driven goals, design effective strategies to meet those goals, and check progress against benchmarks.

Selected Target Areas

Other Required Information for Strategy

DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How professional learning communities respond when kids don't learn.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Goal Setting Professional Development	2011-08-29	2012-06-15	Student Support Professional and Director of Student Support
Use assessment results to generate goals	2011-09-06	2012-06-15	Student Support Professional and Director of Student Support

4.1.1.1. Activity: Goal Setting Professional Development

Activity Type: Professional Development

Activity Description: Arts Academy in the Woods staff and teachers will explore the different ways in which to use results of student assessments to help students and adults write goals, create strategies aligned with those goals, and mark progress against those goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.1.2. Activity: Use assessment results to generate goals

Activity Description: Arts Academy in the Woods staff will review results of Measures of Academic Progress, EXPLORE, PLAN, ACT, MME and local summative and formative assessments and will use assessment results to identify students most at-risk of failure and identify appropriate strategies to support the student. Staff will assist identified at-risk students in creating academic, artistic, creative and civic goals aligned with AAW's Mission (AAW graduates the next generation of Artistic, Academic, Creative and Civic Leaders). Staff will directly support identified at-risk students in accomplishing their goals. This includes academic support, organizational support, or identification of external or online resources which would further support the identified at-risk student. Staff will work directly with

identified at-risk students and core curriculum classroom teachers to design goals and instructional strategies to increase student achievement and help identified at-risk students meet their goals.

Planned staff responsible for implementing activity: Student Support Professional and Director of Student Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2. Strategy: Diagnostic and Formative assessment informs instruction

Strategy Statement: Teachers will use diagnostic and formative assessment to inform their instructional practice.

Selected Target Areas

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Other Required Information for Strategy

Stiggins and Chappuis, 2005. Using Student-Involved Classroom Assessment to Close Achievement Gaps.

Heritage, Kim, Vendlinski and Herman, 2009. From Evidence to Action: A Seamless Process in Formative Assessment?

Fisher and Frey, 2007. Checking for Understanding: Formative Assessment Techniques for your Classroom

Burke, 2010. Balanced Assessment: From Formative to Summative

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Professional Development	2011-08-29	2012-06-15	Principal
Check for Understanding in the Classroom	2011-09-06	2012-06-15	AAW admin and teachers
Reading Apprenticeship	2011-09-06	2012-06-15	AAW Teachers

4.1.2.1. Activity: Assessment Professional Development

Activity Type: Professional Development

Activity Description: Admin and Teachers will participate in professional development activities designed to expand the assessment repertoire of AAW teachers

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.2. Activity: Check for Understanding in the Classroom

Activity Description: Teachers will draw from these and other diagnostic and formative assessment strategies to gauge student readiness for learning and student grasp of curriculum.

- Accountable Talk
- Value Lineups
- Retellings
- Whip Around
- Think-Pair-Share
- Response Cards
- Hand Signals
- Use of Classroom Response Systems
- Read-Write-Pair-Share

Planned staff responsible for implementing activity: AAW admin and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.3. Activity: Reading Apprenticeship

Activity Description: Teachers will continue to use Reading Apprenticeship strategies as appropriate in the classroom

Planned staff responsible for implementing activity: AAW Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3. Strategy: Engage Students in the Learning Process

Strategy Statement: As is evident in most classrooms and schools, AAW stakeholders consistently strive to create a culture which is focused on student learning. AAW will focus on using achievement data with students to help them create academic and artistic learning goals. AAW will implement best practice management strategies to help students grow into a learning focused attitude.

Selected Target Areas

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Other Required Information for Strategy

Swain-Bradway, Kerner and Morrison, date unknown. The High School Behavior Education Program, HS-BEP

Boudett, City and Murnane, 2006. Datawise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Day	2011-10-01	2011-10-31	Mitchell, Spayde, AAW teachers
Positive Behavior Interventions and Supports	2011-09-06	2012-06-15	AAW Climate Committee

4.1.3.1. Activity: Data Day

Activity Description: In October of 2011, AAW administrators, students and teachers will use 1 instructional day to review individual student reports from Measures of Academic Progress, EXPLORE and PLAN. By the end of the day, each student will have one or more academic or artistic goals to guide them towards their next steps for learning.

Planned staff responsible for implementing activity: Mitchell, Spayde, AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2011-10-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.3.2. Activity: Positive Behavior Interventions and Supports

Activity Type: Professional Development

Activity Description: Throughout 2011-2012, AAW will investigate PBIS and create an positive behavior intervention and support framework for AAW students.

Planned staff responsible for implementing activity: AAW Climate Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.4. Strategy: Engage through artistic habits of mind

Strategy Statement: As a unique educational entity which creates the Next Generation of ARTISTIC, Academic, Creative and Civic Leaders, AAW must engage students not only through the traditional core academic curriculum but also through students' interests in the Arts. AAW will work with Oakland University and other external stakeholders to create opportunities for students to create connections between their studies in the Arts and their studies in the traditional core academic curriculum.

Selected Target Areas

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Other Required Information for Strategy

Hetland, Winner, Veenema and Sheridan, 2007. Studio Thinking.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Art-integrated lessons and units	2011-09-06	2012-06-15	Mitchell, Tyson
Define "Creative Lens"	2011-10-01	2012-06-15	AAW principal, OU Art faculty

4.1.4.1. Activity: Art-integrated lessons and units

Activity Description: In order to develop our students' critical thinking skills and make connections between their studies in the traditional core academic curriculum and the arts, AAW teachers in partnership with colleagues from Oakland University will create integrated art and academic lessons and units of instruction.

Planned staff responsible for implementing activity: Mitchell, Tyson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.4.2. Activity: Define "Creative Lens"

Activity Type: Professional Development

Activity Description: In order to effectively implement a curriculum which truly integrates arts and academic learning, AAW and our supporters must create a common vocabulary and a common set of understandings before engaging in substantive dialogue and writing cross-curricular lessons or units. AAW will partner with faculty from Oakland University's School of Education and Human Services on a series of Professional Development conversations designed to let each participant define for him or herself what a "creative lens" means in learning.

Planned staff responsible for implementing activity: AAW principal, OU Art faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.5. Strategy: Simplify and Clarify Curriculum through Essential Standards

Strategy Statement: Our current standards based curriculum which is highly aligned to the Michigan Merit Curriculum is difficult for teachers and students to understand in its current form. To emphasize those standards most important for student learning, AAW teachers will develop 12-15 ESSENTIAL STANDARDS per class per semester. These will be communicated to students through LEARNING TARGETS.

Selected Target Areas

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Other Required Information for Strategy

Makas, 2009. From Mandate to Achievement: 5 Steps to a Curriculum System that Works!

Marzano, Pickering and Pollock, 2001. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Essential Standards	2011-08-29	2012-06-15	Spayde, Mitchell, All AAW teachers

4.1.5.1. Activity: Write Essential Standards

Activity Type: Professional Development

Activity Description: AAW teachers will write 12-15 essential standards per class per semester. The essential standards will reflect the necessity to teach "narrow, deep" topics as opposed to "broad, shallow" topics. The essential standards will also be written as "learning targets" for students and will be aligned with best practice assessment techniques.

Planned staff responsible for implementing activity: Spayde, Mitchell, All AAW teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$4,000.00	\$0.00
Title I Part A	\$34,000.00	\$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?

Through collaboration with the entire AAW staff and community, the AAW administration and SI team completed the comprehensive needs assessment.

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.

Written curriculums that are aligned to the HSCEs are now in place, as are formative and screening assessments, to determine if students are learning/achieving at standards. Assessment results including the MAP are used to identify students for intervention programs.

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.

Measures of Academic Progress (MAP)

EXPLORE, PLAN and ACT Results

Local Assessments Mapped and Aligned with the High School Content Expectations

all core teachers implement curricula that are aligned to the HSCEs and administer common aligned assessments to determine which students will need additional support.

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.

As our school serves grades 9-12, this statement is 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.

Services for identified Title I, Part A students are articulated as a strategy and an activity in the school improvement plan.

"All students are capable of learning the Michigan Merit Curriculum, but some students will learn quickly while others learn more slowly. AAW will provide more instructional time to those students who need it to reach proficiency in the Michigan Merit Curriculum."

"AAW will provide additional instruction to students who are most at-risk of not graduating due to inability to access the curriculum. AAW will identify the most at-risk students through the use of MAP (Measures of Academic Progress) testing and will target those students 3 or more grade levels behind in (reading or math literacy). Additional instruction is be provided during the school day, and credit granted in this class does not supplant credit needed to graduate from AAW. Students who make significant progress in the support class will be moved out of the class at the earliest possible time to allow for flexible targeting of students most at need. Instruction in the support class will supplement the instruction given in the grade level class and will also focus on the basics of improving (reading or math literacy)."

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).

Students receiving supplemental services receive differentiated instruction in the same High School Content Expectations they receive in their regular classroom.

Our school currently does not serve any students with Limited English Proficiency.

Our school serves grades 9-12 and does not serve preschool transitioning.

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.

Core academic Curriculum was aligned with the Michigan Merit Curriculum in 2009 and 2010. Revisions due to implementation of the Common Core Curriculum will be implemented in 2011 and 2012 through the curriculum committee.

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

All decisions regarding curriculum and assessment are shared between staff, administration, parents and students through the SI process, and through interactions with student and parent groups. All academic decisions are administered by the principal with the full approval of the Board of Directors.

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 Title I paraprofessionals meet the NCLB requirements, and all teachers are Highly Qualified according to NCLB.

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.

Multiple modes of communication are used to engage parents in these topics:

-- Content standards

- Curriculum
- Tracking student progress through PowerSchool parent portal
- Providing resources for helping parents work with their children
- School climate, the code of conduct, and the school-parent compact

The multiple modes of communication include, but are not limited to:

- Parent orientation
- Conferences
- School climate summit
- Paper newsletters
- Email blasts
- Website
- Blogs

Effective parent involvement strategies are integrated into professional development on formative assessment for all staff. In addition, specific parental involvement strategies are reviewed before conferences.

Parent involvement is integrated with the parent group, FAPAPA (Fine and Performing Arts Parent Association).

The school has access to translation services for families with Limited English Proficiency, although no services have been required as of this date.

The school routinely provides reasonable support to requests for parent involvement on a case by case basis.

The school does not currently serve students and parents with Limited English Proficiency or migratory students or parents. All students with disabilities and their parents have access to the same programs and services that are offered to regular education students and parents, as well as the programs and services related to the disability.

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

2a. Design

Program is designed with the collaboration of the school administration, school improvement team, counseling, special services and social work staff and parent group.

2b. Implementation

Program is implemented by the school administration, school improvement team, counseling, special services and social work staff and parent group.

2c. Evaluation

Program is evaluated through surveys taken immediately after events designed for parent involvement such as orientation or conferences. Parent involvement in events is tracked and monitored.

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

The school provides classroom assessment results to parents through PowerSchool software.

The school provides sessions for parents to review their student's standardized assessment results and assists parents in interpreting those results.

The school does not currently serve students or parents with Limited English Proficiency.

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".

AAW teachers will use Reading Apprenticeship strategies to increase comprehension and proficiency in all classrooms as applicable.

AAW teachers will provide additional and/or differentiated instruction within the regular classroom and in separate support programs for students who are not achieving at standard as indicated by assessment analysis. Support programs will be evaluated for effectiveness quarterly.

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

Parent involvement components of the targeted plan will be evaluated in late winter of 2012 by the Title I Board Committee, which includes parent representatives.

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

Evaluation results showed that the parent community wanted to expand the Title I program beyond 9th grade. Expansion will commence when funds are available.

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.

AAW perform or exhibit in their area of artistic study twice yearly in authentic, community based setting. AAW administrators and teachers partner with community leaders to provide authentic performance an exhibition spaces, and AAW administrators and teachers track student performances and exhibitions in the community.

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.

Identified students who receive Title I services may also receive the following services as appropriate.

*Peer mediation
Social work groups
Social work and counseling services
Principal watch
Peer mentoring*

Ongoing Review of Eligible Student Progress

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

Quarterly assessments for core classes have been developed and will be used along with Measures of Academic Progress to monitor student achievement.

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

The entire AAW student body reviews individual student achievement data as measured by EXPLORE, PLAN, ACT and Measures of Academic Progress on a day in October. With teacher assistance, students write individual academic goals based upon the results of their assessment reports. Teachers use the results

of the goal writing process to adjust and inform instruction.

Throughout the year, formative assessment data is used to inform instruction at the semester, quarter, unit, and lesson level. Department teachers meet to evaluate quarterly assessment results with administrators to ensure student progress, although this assessment is more summative than formative.

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

MAP, student work, and report card data will be used to determine if program modifications are necessary and/or revised.

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.

Professional development on the expansion of formative assessment strategies to monitor student progress/achievement is scheduled for all AAW staff in August. Follow-up professional development will occur throughout the year.

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.

AAW has examined the need for technology to support Data Director, Reading Apprenticeship and Student Support Classes and has leveraged Title IA and MISD resources to support our needs.

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 evaluates MAP data quarterly and the Michigan Merit Exam Quarterly. SIP is modified annually to reflect conclusions drawn from data.

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

Student information and progress is shared with stakeholders through multiple means of communication, including

- Parent orientation
- Conferences

- Paper newsletters
- Email blasts
- Website
- Blogs
- Facebook
- Twitter

AAW does not service any ELL or LEP families at this time.

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 meet regularly to implement, assess, review, analyze and plan the School Improvement plan. The School Improvement Planning process is guided with input from the Macomb Intermediate School District.

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://artsacad.net>*

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: *No Written Policy*

Comments:

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

Response: *No*

Comments:

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: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

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:

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

Response: *No action taken*

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: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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: *No*

Comments:

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: *No*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

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: *Yes*

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:

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: *Yes*

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: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *Yes*

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:

Special Education

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

Response: *No*

Comments:

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: *No*

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: *No*

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: *Use of classroom response systems*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Students become technologically literate through regular use of technology in the general classroom.*

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.	Maxwell	Spayde	Principal	spayde@artsacad.net
Mr.	Michael	Mitchell	Student Support Coordinat	mmitchell@artsacad.net

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:	Maxwell Spayde
Address:	32010 Caroline St., Fraser, MI 48026
Telephone Number:	586-294-0391

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

Arts Academy in the Woods Parent/Family Involvement Policy

The Board of Director 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 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 community, 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 in each school, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They 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.

In addition to programs at the school level, the Board of Education 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 district shall foster and support active parent involvement.

Arts Academy in the Woods

School/Parent Compact

Student Responsibilities

- To respect yourself and the dignity and worth of every individual and not interfere with nor threaten the education of others
- To be informed of and adhere to the rules and regulations established by the Academy and implemented by school administrators and teachers
- To study diligently and maintain the best possible level of academic and artistic achievement
- *All students maintain adequate progress in their art-classes. A failing grade in a student's art major or any art course places a student on probation and at risk for being required to withdraw from the school.*
- To attend school regularly, be on time and be prepared to learn to the best of their ability
- To follow reasonable requests, instructions and directions of school personnel and to contribute at all times to the peace and tranquility of the school.
- To refrain from slanderous remarks and obscenity in verbal and written expression
- To dress and appear in a manner that meets reasonable standards of health, cleanliness, modesty and safety
- To help maintain and improve the school environment and preserve school property
- To act in an appropriate manner while in school and at school-related functions

Parent Responsibilities

- To support all school rules and school personnel as they carry out the mission of the school
- To assist your child in attending school regularly, on time, and to notify the school when the student is absent
- To provide for your child's health, personal cleanliness, acceptable grooming and suitable dress
- To listen to, consult with, understand, and trust your child
- To work with school personnel and community groups to communicate concerns which may interfere with a child's education
- To teach your child to respect the law and the rights of others
- To be responsible for and to insist upon your child's development of self-reliance, independence, and educational growth

Teacher Responsibilities

- To know and enforce the rules both consistently and fairly
- To respect the individuality of students
- To assist students to become self-reliant, independent, and effective learners
- To work with parents, students, and school staff to provide a positive learning

environment

- To notify parents and students when the student's behaviors or efforts may put them in danger of failing a course

Administrative Staff Responsibilities

- To know and to consistently and fairly enforce the rules and policies of the Academy
- To establish a climate of understanding toward all students, parents, and staff
- To encourage innovative practices in the Academy, designed to increase students' self-respect, self-reliance, and educational progress

Board of Directors Responsibilities

- To hold the Superintendent, Administration, and school employees responsible for the fair and consistent application of the Board policies
- To work to adopt clear and understandable policies that enforce the goals and mission of the Academy and to assure communication of the policies to all persons affected by them
- To maintain open communication with all segments of the community to foster attainment of the best possible educational environment

I agree to fulfill the responsibilities outlined in this compact

AAW Student

AAW Parent