

MARVIN L. WINANS  
ACADEMY OF PERFORMING ARTS  
6-12<sup>th</sup> Grade (Middle and High  
Schools)  
NEVADA CAMPUS  
2008-2011  
SCHOOL IMPROVEMENT PLAN

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## MISSION, HISTORY AND ORGANIZATION

### **Academy Mission**

The mission of the Marvin L. Winans Academy of Performing Arts is to prepare students for academic and performing arts excellence and responsible citizenship.

### **Academy History and Governance**

The Marvin L. Winans Academy of Performing Arts is a Michigan charter school. The Academy opened in 1997 with grades K–5. Since its inception, the Academy has added a grade level every year. In 2006, due to the expected demand of student enrollment, the Marvin L. Winans Academy of the Performing Arts (Dominican Campus) opened its doors to house grades K–5 with the Marvin L. Winans Academy of the Performing Arts (Nevada Campus) to house 6<sup>th</sup> – 12<sup>th</sup> grade.

The authorizing body for the Academy is Saginaw Valley State University. The Academy is governed by citizens, parents and educators. It is operated under the direction of its Board of Directors, is managed by Solid Rock Management Company, and complies with all laws, regulations, and requirements within the State of Michigan and the United States of America.

### **Academy Organization (Nevada Campus)**

The Academy is divided into 4 academic clusters and one performing arts cluster. The following academic clusters exist

- Grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> (Middle School)
- Grades 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> (High School)

The performing arts cluster consists of dance, drama, orchestra, visual arts, and vocal. Additional elective instructors for computer literacy, physical education, French and Spanish are also a part of this cluster.

Each cluster has a lead teacher. The Lead Teachers meet with their teams bi-weekly to discuss curriculum, share ideas and to create consistent lesson plans as well as students' needs. Moreover, each Lead Teacher serves as liaison to administration to ensure that curriculum is being implemented and teachers have the support they need to conduct their classes successfully.

**Academy Classroom Structure**

<u>Students</u>			<u># of Students</u>	<u># of</u>
<u>Grade</u>		<u>Number of Classes</u>		<u>Per</u>
<u>Class</u>		<u>Per Grade</u>		
6			4	
	25	100		
7			4	
	25	100		
8			2	
	25	50		
9			2	
	25	50		
10			2	
	25	50		
11	1		2	
	25	50		
12	2		3	
	25	<u>50</u>		
	450			

**DEMOGRAPHICS (2008-2011)**

**Student Demographics (Nevada Campus)**

- The Academy will house approximately 450 students in grades 6<sup>th</sup> through 12<sup>th</sup> grade.
- Approximately 80% of the student body will qualify for free and reduced lunches.
- 100% of the student body will be African-American
- Students come from the following cities: Detroit, Highland Park, River Rouge, Southfield, Eastpointe, Grosse Pointe, Clinton Township, Redford, Warren., Roseville and Oak Park.

**Staff Population (Nevada Campus)**

- The Nevada Academy Campus staff will total more than 48.
- The Academy staff is racially diverse, with approximately 55% African-American.
- The Academy staff consists of approximately 80% women and 20% men.
- Members of the Academy staff reside in the following communities: Detroit, East Pointe, Ferndale, Dearborn, Ann Arbor, Pontiac, West Bloomfield, Southfield, Leonard, Clinton Twp., Bloomfield, Farmington Hills and Sterling Heights, Michigan.

## CURRICULUM ALIGNMENT

Marvin L. Winans Academy of Performing Arts has designed a curriculum that integrates the core-curricular subjects with the performing arts. Therefore, every student at the Academy receives instruction in mathematics, science, language arts, reading, writing, spelling and social studies, as well as dance, drama, orchestra, visual arts, and vocal.

### **Written Curriculum**

Our curriculum is based on the Michigan Curriculum Framework and the National Standards. An on-site Curriculum Director has been charged with aligning the curriculum with the Michigan Curriculum Framework. Grade-level and subject-matter curriculum mapping takes place at the beginning of each academic year to ensure that our teachers are delivering the curriculum.

### **Taught Curriculum**

All of the Academy teachers have also received MICLIMB Training to ensure that the staff members have gained facility with Michigan Curriculum Framework and thereby made the benchmarks the foundation and substance of their daily lesson plans. Collaboration, pacing and adherence to curriculum maps are processes that are monitored by at-least three mechanisms:

1. Weekly review of lesson plans by the Principal
2. Cluster meetings that take place bi-weekly where thematic units that ensure cross-curricular instruction is discussed
3. Teacher evaluations that take place twice each semester which utilize a rubric that specifically evaluates a teachers' adherence to "written and assessed" curricula.

### **Assessed Curriculum**

The Academy develops a yearly assessment calendar that includes the following assessments:

- Quarterly Subject–Matter Assessments aligned with the Michigan Curriculum Framework
- Michigan Educational Assessment Program

The results of these assessments are compiled, reviewed and utilized for adjustment in unit and lesson plans and the overall curriculum map.



## CONTINUOUS IMPROVEMENT

### Learning and Achievement–The Student

The School Improvement Team serves as the entity that drives the continuous improvement efforts at the Marvin L. Winans Academy. Charged with developing this School Improvement Plan (hereinafter “SIP”), the Team focuses directly upon student achievement. Individually and collectively, student achievement is measured by his/her performance on daily assignments, in-school traditional assessments, work sampling, authentic assessments and criterion-referenced examinations (i.e. MEAP). The team conducts criteria, data and gap analyses for each assessment that is done at the grade-level and/or school-wide to monitor student progress and to assess which modifications in the academic program should take place.

The Academy also utilizes **authentic assessments** to determine student achievement. The most common form of authentic assessment at work in the Academy are rubrics, portfolios, group and individual projects, demonstrations, and performances.

- A **rubric** acts as a bridge between standards and assessment. While traditional assessments assign a numerical or letter grade to an assignment, a rubric utilizes descriptive, yet common, language to define the skills that a student should have acquired, providing a scale for varying level of achievement. Both the students and teachers are aware of the rubric and utilize them to assess progress and aptitude.
- A **portfolio** provides examples of student work over a defined period of time to assess student progress and achievement. A defined “work sampling” system has been adopted in the early elementary level to determine whether students have mastered the concepts in the Michigan Curriculum Framework or whether they are still working to achieve an array of skills.

- Other forms of authentic assessment that are at work within the Academy are **group or individual projects, experiments, oral presentations, demonstrations, or performances**. These may be either formal or informal in nature and take place across the curriculum. In many cases, particularly within Performing Arts classes, these assessments may serve as the principle mark for obtaining their final letter grade.

**Quarterly Review:** Students who are in need of academic support and strengthening and/or other special services are identified and assisted. Specifically:

- Students who are placed upon academic probation receive more monitoring and support (i.e. mandatory study halls) and frequent evaluation (i.e. weekly progress reports).
- Individual student results from assessments are available for use by staff and parents to develop curricular remediation priorities and individual student academic plans.

**Annual Review:** The SIP is modified yearly to reflect the progress of our overall student population, disaggregate groups, and the individual needs that have been identified. Specifically, gap/item analysis of the MEAP results from the previous academic year are utilized:

- To align prospective core-curricula with the Michigan Curriculum Framework and national standards and to develop curricular goals and objectives, particularly in areas where remediation is needed.
- To modify instructional strategies, resources and materials for the core curricular areas.

### **Professional Development–The Teacher**

The Academy has embraced the model of “Teacher Leadership.” In that vein, the Academy has put into place the following professional development structure.

- **Lead Teachers:** The faculty and staff have been divided into clusters with Lead Teachers. These clusters are organized around grade level and subject matter. They ensure that the voices of the faculty are heard on crucial issues that relate to the overall running of the school.
- **Mentoring Program:** The Academy has adopted a Teacher Mentoring Program that identifies Mentors and Peer Coaches for new teachers to assist them in perfecting their craft.
- **Non – Certified Teacher Support:** The Academy has set aside money to aid non – certified teachers in receiving training to become certified and highly qualified.
- **Teacher Reading Series:** In concert with her task of developing an aligned curriculum for the Academy, the Curriculum Director for the Academy has also instituted a **monthly teacher reading series** for teachers utilizing the texts: “Becoming a Better Teacher” and “Best Instructional Practices.” The texts are assigned reading for the faculty and staff. Monthly discussions are teacher–led and interactive, and they model the best instructional practices for the entire staff.
- **In–Service by Peer Teachers:** Teachers who attend various workshops, seminars and conferences to enhance their individual skills, provide in–services and workshops for the Academy faculty and staff.



## **COLLABORATIVE DECISION-MAKING**

The Marvin L. Winans Academy of Performing Arts has identified the stakeholders in the educational process for the students that we serve. They include:

- Administrators
- Members of the Management Company
- Members of the School Board
- Members of the School Community
- Parents
- Students
- Teachers

Accordingly, a member from each of these representative groups actively works with the School Improvement Team (“SIT”) to make decisions that impact student achievement and the professional development of our students. Individual members of the SIT volunteer their services and expertise to the team. Co-chaired by teachers, the SIT works as a collaborative group and makes decisions by “consensus.” The group actively works to identify the specific needs of the student population, and then to identify the resources that must be brought to bear to meet those needs. Those resources may take, but are not limited to, any of the following forms:

- Fiscal resources
- Materials, equipment and external services
- Professional development
- Special Services

The School Improvement Team continually involves all staff in the decision-making processes through a variety of methods. Members of the SIT, specifically Lead Teachers, meet with teachers and paraprofessional staff, bi-weekly and during common planning periods, to discuss items which impact the instructional program. Lead Teachers also consult with peer teachers and other staff regarding supplies, materials and other budgetary items on an ongoing basis.

## PARENT AND COMMUNITY INVOLVEMENT

The Marvin L. Winans Academy of Performing Arts has established partnerships with our parents and school community that foster student achievement, growth and development.

### **Parent Involvement**

Our students will only be successful with the active involvement of a parent/guardian in their educational process. In addition to membership on the School Improvement Team, parent involvement is fostered in several ways:

#### **1. Communication**

The Academy publishes a yearly calendar of events; monthly newsletters; notices regarding extended learning opportunities and printed homework notifications. In addition, the parents are provided opportunities to speak with the teachers of their children in the following formal and informal ways:

- Daily sign-out
- Open House–Curriculum Night
- Scheduled Parent–Teacher Conferences
- Parent–Teacher Telephone Conferences–Logged

Each of these communication efforts is designed to support the educational mission of the Academy and to motivate, educate, and elevate all students. In addition, the Academy conducts an **Annual Parent Survey** for families of students to assess and plan for the needs of the school community.

#### **2. Parent Enrichment Programs and Seminars**

The Academy, in collaboration with its active Parent–Teacher Organization, provide yearly Parent Workshops that discuss myriad topics, including

- **PTO Workshop- Parenting Skills (August) and Student-study habits (October):** Targeting our Title I students, these strategy sessions are designed to equip all parents with strategies and skills that will reinforce productive study skills and habits at home.
- **Academic Enrichment- (MONTHLY):** All parents, including parents of Title I students, are offered the opportunity to participate in a monthly reading series that will improve their own personal skills and educational standing
- **PTO Workshop- COLLEGE PREPARATION (January).** Parents of high school students are offered tips for college preparation and securing financial aid.

### **3.The Parent Compact**

As a Title I School, the Academy requires that all parents sign “Parent Compact.” As an extension of this compact, the Academy has adopted a school-wide initiative called “Parent Partnership”. As a partner with the Academy for the education of their children parents commit to doing one of the following activities:

- Chaperone field excursions
- Serve as a parent assistant in the classroom
- Volunteer around the Academy in varying capacities (i.e., food service, hall monitoring; after-school assistance; athletic events; and general policing or clean-up).

### **Community Involvement**

The Academy actively invites the school community to be part of our educational process.

1. **Detroit Public Library**– The Academy has partnered with the Detroit Public Library to utilize its “Mobile Library” so that our children will have the opportunity to actively explore reading during their leisure time.
2. **Community Volunteers**– Individual Members of our School Community volunteer their services in varying capacities, similar to the roles that our parents play within the “Parent Partnership”.
3. **School-Community Performances**– Once each semester, we invite the community into our school to help us celebrate our students’ talents and accomplishments. This Performing Arts assembly provides our community with the chance to see our students at their best and thereby reverse the stereotypical notion that our students cannot achieve.
4. **Mobile Health Services**–Dental, vision, and hearing services are provided teach student on a yearly basis.
5. **Youth Program Partnerships**– Programming for students is provided through partnerships with various youth organizations (P.A.L, YMCA) to students on a yearly basis.

6. **Summer Free Lunch Program**– Summer free lunch program is provided by the Academy to the School Community through a federal program grant.

## USE OF TECHNOLOGY

The Marvin L. Winans Academy of Performing Arts has formulated a comprehensive **Technology Plan that is on file with the Michigan Department of Education** that will guide the practices at the Academy for the next four years. The Technology Plan was approved by the Michigan Department of Education, September 2008. The various timetables that are included in the plan were developed in accord with the Michigan Curriculum Framework and National Standards. These timetables specify when certain technological capabilities will be altogether integrated into the curriculum framework.

Moreover, with respect to facilities and equipment, the both campuses currently house the following:

- Two computer laboratories, each containing 25 computer work stations
- Two wireless mobile notebook laboratories that are reserved by and utilized by classroom instructors
- Three media centers, each containing 4 computer work stations for students
- Middle school classrooms contains a technology work station for use by teachers and students.
- The Academy has also purchased computer software that is being utilized by our students, staff and parents.
- Classroom sets of graphing calculators
- Fourteen Smartboards
- Overhead Projectors
- Fifteen overhead digital cameras

- Video Cassette Recorders and Televisions
- Listening Centers for each Media Center
- Digital cameras and scanners for student work and projects

In addition, the Academy has employed technology consultants to continually service and update technology within the building. Moreover, the Academy has access to the world-wide-web through Wayne State University utilizing a T1 line purchased with SLC funds. With this Internet capability, the students, faculty, and staff also have access to “Links-to-Learning”, an on-line student enrichment tool, utilized to improve student achievement and MEAP scores.

Parent survey results for the 2004–2005 school year indicate that 471 students have computers in their homes. Among those students with computers, 379 have internet access at home.

<p style="text-align: center;">COORDINATION OF SERVICES WINANS ACADEMY SUPPORTING TITLE 1 &amp; 31A PROGRAM</p>
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The Marvin L. Winans Academy of Performing Arts is a Title I school. This designation was given in light of the demographics of our student population. A majority of our student population have “free and reduced” lunch in light of the socio-economic status of their family. Moreover, many of our students can be variously defined as “at-risk”. At-risk students are defined as individuals whose present status (economic, social, academic, and/or health) indicates that they might fail to successfully complete their education. They may be deemed at-risk if any of the following characteristics apply to them:

- They are members of a household or family whose income is at or below the poverty level.
- They have not made substantial progress in mastering the basic academic skills that are appropriate for students their age.
- Their grades reflect significant underachievement.
- They have been retained in a grade(s).
- They have been a school dropout or have had excessive absences from school.
- School staff members familiar with their health, social, or family status have determined that certain influences are impairing the students’ success in school. Some of these influences are evidence of physical or mental abuse, the

students' use of alcohol or drugs, pregnancy or parenthood, delinquency, or attempted suicide.

**INTERVENTION STAFF:**

The Academy utilizes the Title I and 31(a) resources that we obtain from the federal and state government, respectively, to secure the services of the necessary personnel to support our entire student population and assist them in their readiness for instruction. **Note that referrals for services come directly from the teachers within the Academy. Therefore, all of our instructional staff could potentially serve on the team.** However, the following provides a sketch of the specialized portion of our staff:

- **AT-RISK INTERVENTION TEAM:** This is a specially trained group of instructors who work with at risk students daily. This group works both collectively and individually with individual students to assess and meet their needs. They formulate individualized lesson plans that support students both in and out of the classroom. Included on the team are:
  - a school counselor
  - school psychologist,
  - a special education teacher,
  - a social worker,
  - a speech pathologist.
  
- **BUILDING SUBSTITUTE TEACHERS:** These individuals when not substituting for an absent teacher, are assigned to a specific grade for the day. During their assignment, they are given a list of students previously identified as at-risk to support in small groups within the classroom
  
- **PARAPROFESSIONALS:** Paraprofessionals serve throughout the Academy in many capacities. Primarily, they are assigned in classrooms to assist teachers with instruction and discipline. Paraprofessionals serve in the classroom to assist with academic instruction of underachievers in the classroom. They assist students with one-on-one remedial help in various subject matters. In addition, they work in the cafeteria

processing student accounts, and supervise the lunchroom during breakfast and lunch periods. Also, paraprofessionals may serve as hall monitors, late pickup coordinators, chaperones, and parent liaisons.

### **INTERVENTION PROGRAMS**

- **After-School Tutoring.** This program provides a supervised study environment and individual tutoring for students who are identified as academically at-risk in one or more of their core subjects. After-school tutoring may be our most successful “immediate”, intervention program in that it endeavors to re-focus our students throughout the year upon their academic tasks.
- **Summer Learning Academy.** This program provides an opportunity for students who have not passed a course with a C or above for academic strengthening or remediation. Additionally, students who attend the Summer Learning Academy tend to be better prepared for the upcoming school year.

## School Improvement Plan Team Membership and Mission

School Improvement Team		Mission
Name	Position	
Randy Hayward	Superintendent/HS Principal	The mission of the Marvin L. Winans Academy of Arts is to prepare students for academic excellence and responsible citizenship.
Rochelle Ponder	Interim MS Principal	
Linsberg Pettway	Interim MS Asst Principal	
Lateefah Walker	Solid Rock Mgmt.	
Lawrence Jones	Board President	
Colleen Byrn	Teacher (Lead)	
Domini Nailer	Co-Chair	
Teresa Romley	Teacher	
Sally Richards	Parent	
Student Council President	Student	

SIP – Goals, Measures and Data Analysis

**Goal: All students will demonstrate an improvement in English/ Language Arts (Reading) in accordance with school curricular plans and the targets and requirements set by the state and federal government.**

- **6<sup>th</sup> Grade MEAP Target-5% (2008)  
WAPA-77.8% (2007)**
- **7<sup>th</sup> Grade MEAP Target-5% (2008)  
WAPA-64.0% (2007)**
- **8<sup>th</sup> Grade MEAP Target-3% (2008)  
WAPA-78.0% (2007)**
- **11<sup>th</sup> Grade MME Target- 3% (2008)  
WAPA-12/43 Students Proficient & Above  
(2007)**

Measure	Data Collection				Data Analysis			Reporting
	What	Source	Who	When	Method	When	Who	Who
1. % of 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students who score at the Proficient Level (s) on the MEAP ELA test.	Individual and School Summary Data	2008 MEAP School and Individual Summary Reports, MDE	Principal	To SIT (immediately upon receiving results)	Item Analysis- Disaggregated results by gender; socioeconomic status; racial ethnic; Title I and At-Risk Youth	Within three weeks of receipt of data	S.I.T.	Administration / and SIT Chair and Co-Chair
2. % of students scoring at Grade level on Quarterly Assessments		Individual Teacher Reports and Work Sampling						

## SIP – Goals, Measures and Data Analysis

**Goal: All students will demonstrate improvement in Mathematics in accordance with school curricular plans and the targets and requirements set by the state and federal government.**

- **6<sup>TH</sup> Grade MEAP Target– 5% Proficient (2008) WAPA–51.1% Proficient (2007)**
- **7<sup>th</sup> Grade MEAP Target–5% Proficient (2008) WAPA – 59.6% Proficient (2007)**
- **8<sup>th</sup> Grade MEAP Target– 3% Proficient (2008) WAPA – 72% Proficient (2007)**
- **11<sup>th</sup> Grade MME Target– 3% Proficient (2008) WAPA– 5/70 Proficient & Above (2007)**

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. % of 4 <sup>th</sup> , 8 <sup>th</sup> and 11 <sup>th</sup> grade students who score at the Proficient Level (s) on the MEAP mathematics test.	Individual and School Summary Data	2006 MEAP School and Individual Summary Reports, MDE	Principal	To SIT (immediately upon receiving results)	Item Analysis– Disaggregated results by gender; socioeconomic status; racial ethnic; Title I and At-Risk Youth	Within three weeks of receipt of data	S.I.T.	Administration and SIT Chair and Co-Chair	All Academy Staff	First Staff Meeting after receipt of results  First Grade Level and Cluster meeting Following quarterly assessments
2. % of students scoring at Grade level on Quarterly Assessments		Individual Teacher Reports and Work Sampling								

## SIP – Goals, Measures and Data Analysis

**Goal: All students will demonstrate an improvement in Science in accordance with school curricular plans and the targets and requirements set by the state and federal government.**

- **8<sup>th</sup> Grade– MEAP Target–Increase by 5% (2008)                      WAPA–80.0% (2007)**
- **11<sup>th</sup> Grade–MME Target–Increase by 3% (2008)                      WAPA– 12/70 Proficient & Above (2007)**

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. % of 5 <sup>th</sup> , 8 <sup>th</sup> and 11 <sup>th</sup> grade students who score at the Proficient Level (s) on the MEAP Science Test	Individual and School Summary Data	2006 MEAP School and Individual Summary Reports, MDE	Principal	To SIT (immediately upon receiving results)	Item Analysis– Disaggregated results by gender; socioeconomic status; racial ethnic; Title I and At-Risk Youth	Within three weeks of receipt of data	S.I.T.	Administration and SIT Chair and Co-Chair	All Academy Staff	First Staff Meeting after receipt of results  First Grade Level and Cluster meeting Following quarterly assessments
2. % of students scoring at Grade level on Quarterly Assessments		Individual Teacher Reports and Work Sampling								

## SIP – Goals, Measures and Data Analysis

**Goal: All students will demonstrate an improvement in Social Studies in accordance with school curricular plans and the targets and requirements set by the state and federal government.**

- **6<sup>th</sup> Grade MEAP Target– Increase by 5 % (2008)  
WAPA–60.7% (2007)**
- **9<sup>th</sup> Grade MEAP Target– Increase by 5 % (2008)  
WAPA–56.2% (2007)**
- **11<sup>th</sup> Grade MME Target– Increase by 3% (2008)  
WAPA–38/70 (2007)**

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. Winans may find that looking at MEAP data from all grades assessed (3-9 and 11), may prove beneficial as student's progression from grade to grade and their achievement should be and will be tracked in the near future.	Individual and School Summary Data	2006 MEAP School and Individual Summary Reports, MDE	Principal	To SIT (immediately upon receiving results)	Item Analysis– Disaggregated results by gender; socioeconomic status; racial ethnic; Title I and At-Risk Youth	Within three weeks of receipt of data	S.I.T.	Administration and SIT Chair and Co-Chair	All Academy Staff	First Staff Meeting after receipt of results  First Grade Level and Cluster meeting Following quarterly assessments  First Cluster meeting following receipt of results
2. % of students scoring at Grade level on Quarterly Assessments										

## SIP – Goals, Measures and Data Analysis

**Goal: The Academy will have a better than 85% attendance rate for the Academic Year 2008–2009**

Rationale: Attendance for academic instruction is a necessary component for student achievement.

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. Daily Attendance records will be kept by the Academy Records Officer in conjunction with SRSD Data	Individual and School Summary Data	Individual Teacher Reports	Principal and Records Officer	To SIT on a quarterly basis	Item Analysis–Disaggregated results by gender; socioeconomic status; racial ethnic; Title I and At-Risk Youth		S.I.T.	Administration and SIT Chair and Co-Chair	All Academy Staff	Staff Meeting

### SCHOOL IMPROVEMENT PLAN IMPLEMENTATION PLAN 2008–2009

#### I. Core Academic Instructional Strategy

Component 1: Faculty & Staff Planning

Strategies	Person Responsible	Timeline
1. Integrate vocabulary across subject area 2. Integrate Michigan Curriculum Framework benchmarks and concepts across subject areas 3. Continue extended day learning opportunities / homework help	Teachers/ Administration	Aug. 2008 – June 2009

Persons Involved	Resources	Evidence of Implementation
Teachers	GLCES	Lesson plans

Component 2: Student Outcomes/Improvements

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Listening skills, problem solving 2. Reading comprehension, critical thinking skills 3. Test taking skills 4. Reasoning skills 5. All students will improve their ability to read informational text by developing a vocabulary across the curriculum	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Dictionaries and reading materials at home/ school.	Progress reports, report cards and in-school assessments

Component 3: Instructional Activities

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Write regular reading/response/personal journals 2. Integrate vocabulary & concepts across core curriculum 3. Increase project based activities 4. Work together to plan for science fair activities 5. Integrate performing arts across the curriculum 6. Model cultural literacy and tolerance towards all cultures	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Dictionaries and reading materials at home/ school.	Progress reports, report cards and in-school assessments

Component 4: Assessment Tools

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Practice standard format test 2. Teach test taking strategies 3. Rubrics 4. Portfolios 5. Teachers will use a variety of tools that meet students' individual needs 6. Teachers will use MEAP format assessment throughout the curriculum at all grade levels	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers and students	Various testing materials	Student's test performance

Component 5: Parent Involvement

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Parent workshops 2. Workshops for parents on how to help their children with homework.	Teachers/ Administration	Aug. 2008–June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Consultants and materials	Attendance at PTO meetings

Component 6: Professional Development

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Training in MICLIMB 2. Training in the writing process 3. Training in different assessment techniques 4. Using journals in classrooms 5. MEAP strategies by subject 6. MLPP Training	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers and administration	Consultants and materials	Teacher's lesson plans and evaluations

Component 7: Community Involvement

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
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1. Community Relations with other institutions (schools, small business, SVSU, Ford, GM) 2. Authors come to school 3. Outside speakers 4. Free membership to the African American Museum. Scholarship grant from the Museum	Teachers/ Administration	Aug. 2008- June 2009    Nov 2008- Nov 2009
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Persons Involved	Resources	Evidence of Implementation
Parents and school staff; students	N/A	Assemblies and classroom speakers

## II. MEAP/MME Strategy

### Component 1: Faculty & Staff Planning

Strategies	Person Responsible	Timeline
1. Be familiar with MEAP 2. Be familiar with AYP requirements 1. Be familiar with the Michigan Curriculum Framework 2. Construct MEAP & integrate into classroom instruction in August 3. Review MEAP scores and adjust curriculum maps based upon student needs	Teachers/ Administration	Aug. 2008– June 2009

Persons Involved	Resources	Evidence of Implementation
Teachers	GLCES, MEAP handouts and MEAP Scores	Staff meetings, lesson plans

Component 2: Student Outcomes/ Improvements

Strategies	Person Responsible	Timeline
<ol style="list-style-type: none"> <li>1. General test taking and reasoning skills</li> <li>2. <b>E n g l i s h / Language Arts</b>– Listening skills and constructed responses</li> <li>3. <b>Mathematics</b>– Problem solving, constructed meaning word problems, math computation</li> <li>4. <b>Science</b>– Understanding and utilizing basic scientific concepts and reasoning</li> <li>5. <b>Social Studies</b>– Understanding and utilizing Core Democratic Values</li> </ol>	<p>Teachers/ Administration</p>	<p>Aug. 2008–June 2009</p>

Persons Involved	Resources	Evidence of Implementation
<p>Teachers and students</p>	<p>Classroom materials and testing materials</p>	<p>Student’s test results</p>

### Strategy Implementation for ELA

SWBAT write a comprehensive paragraph with no errors. The person(s) responsible will be ELA teachers with an Smartboard, internet access, overhead projector and increased reading of novels to be utilized as resources. The timeline for this strategy is ongoing.

### Strategy Implementation for Social Studies

SWBAT read a population density map and prepare a graph showing population density in particular city. The person(s) responsible will be social studies teacher(s) with a Smartboard, internet access, interactive maps from the internet, overhead projector and pencils to be utilized as resources. The timeline for this strategy will begin with the current school year.

### Strategy Implementation for Math

SWBAT identify the type of triangle presented and compute the degree of angles in each triangle correctly. The person(s) responsible will be mathematics teacher(s) with an Smartboard, internet access, overhead projector, graphing calculator, TI-83 Plus, graphing paper, projector math lab and pencils to be utilized as resources.

### Strategy Implementation for Science

SWBAT use formula to compute the velocity of various falling objects (Example: ball dropped 20 feet on earth as opposed to being dropped 20 feet from the moon). The person(s) responsible will be science teacher(s) with an Smartboard, internet access, interactive lessons, overhead projector, white board, paper and pens to be utilized as resources.

Component 3: Instructional Activities

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Incorporate MEAP & vocabulary throughout curriculum 2. MEAP preparation 3. To incorporate writing, oral reading & listening 4. Homework which reinforce skills that were low on the MEAP	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Classroom materials and MEAP	Student's test results

Component 4: Assessment Tools

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Teachers use MEAP format assessment at all grade levels	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Classroom materials and MEAP	Student's test results

Component 5: Professional Development

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Staff will undergo training to administer the MEAP 2. Staff will collaborate regarding the MEAP schedule 3. Workshops in advance 4. Motivational skills school wide	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Classroom materials and MEAP	Student's test results

Component 6: Parent Involvement

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
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1. Inform parents of their role in MEAP preparation	Teachers/ Administration	Aug. 2008- June 2009
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<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Classroom materials and MEAP	Student's test results

Component 7: Community Involvement

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Post test dates 2. Donations of snacks 3. Recognition for students who do well 4. Community newsletter 5. Announce MEAP results on newsletter	Teachers/ Administration	Aug. 2008–June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students and parents	Snacks and handouts	Student's test results

### III. Professional Development Strategy

#### Component 1: Faculty and Staff Planning

GOAL: Teaching relevant life skills and application

Strategies	Person Responsible	Timeline
1. Teaching Project-based Learning 2. Improving Organizational skills 3. Utilizing and planning cross-curricular theme weeks 4. Assessing group & individual projects 5. Developing Rubrics/Portfolios	Teachers/ Administration	Aug. 2008– June 2009

Persons Involved	Resources	Evidence of Implementation
Teachers and administration	Consultants and handouts	Classroom observations

Component 2: Student Outcomes/Improvements

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Increase skills in project based activities 2. Use of math kits and manipulatives 3. Increase opportunities for cooperative learning	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers and students	Classroom supplies	Student performance

Component 3: Instructional Activities

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
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1. Judging in science fair 2. Professional Development Rubric Writing 3. Teacher resources 4. Teacher chosen workshops 5. Parent & student problem solving	<b>Teachers/ Administration</b>	Aug. 2008– June 2009
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<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students, administrators and parents	supplies	Student performance

Component 4: Assessment Tools

<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>
1. Parent reflections 2. Board Member Evaluation 3. School visits from Department of Education / Accreditation body	Teachers/ Administration	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students, administrators and parents	Parent surveys, NCA material	Evaluation and accreditation results

**IV. Title I Strategy for At-Risk Students**

Strategies	Person Responsible	Timeline
<ol style="list-style-type: none"> <li>1. Structured teaching and learning environment</li> <li>2. Maintain small class size</li> <li>3. Cooperative learning and peer training</li> <li>4. After school tutoring</li> <li>5. Experiential Learning/Hands-on activities</li> <li>6. Extended Day Educational Opportunities (before school, lunch or after school)</li> <li>7. Special Education Opportunities where documented (i.e. one-on-one contact)</li> <li>8. Reading Recovery</li> </ol>	Teachers/ Administration	Aug. 2008– June 2009

Persons Involved	Resources	Evidence of Implementation
Teachers, students, administrators and parents	Consultants and handouts	Student assessment

### V. Parental Involvement Strategy

Strategies	Person Responsible	Timeline
<ol style="list-style-type: none"> <li>1. Family Night for various topics</li> <li>2. Parental Workshop as requested by parents</li> <li>3. Parental volunteers in the classroom with experiments/activities</li> <li>4. Encourage parents to help students with homework</li> <li>5. Parent volunteers for Field trips</li> <li>6. All staff communicates homework assignments via homework hotline, school web or handout</li> <li>7. Attend at least (3) PTO meetings</li> <li>8. Motivational speakers to teach parents how to improve child's reading performance</li> </ol>	<p><b>Teachers/ Administration</b></p>	<p>Aug. 2008– June 2009</p>

Persons Involved	Resources	Evidence of Implementation

Teachers, students, administrators and parents	Consultants and handouts	PTO attendance and Parental participation in the classroom/ family nights
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## VI. Community Involvement Strategy

Strategies	Person Responsible	Timeline
<ol style="list-style-type: none"> <li>1. E s t a b l i s h partnership w/ local library</li> <li>2. Field trip to library in community to obtain student library card</li> <li>3. Solicit community leaders/celebrities to come read to students</li> <li>4. S o l i d i f y i n g relationships with area businesses</li> <li>5. Outside speakers</li> <li>6. C o m m u n i t y s p o n s o r e d fundraisers</li> <li>7. Contact large organizations to visit as guest lecturers at Marvin L. Winans Academy</li> <li>8. Science Center field trips, water treatment facilities, etc. Use businesses like Detroit Edison to communicate the message of natural resources</li> <li>9. Earth Day/Ozone Action Day</li> </ol>	<b>Teachers/ Administration</b>	Aug. 2008– June 2009

<b>Persons Involved</b>	<b>Resources</b>	<b>Evidence of Implementation</b>
Teachers, students, administrators and parents	Consultants and handouts	Student assessments and fieldtrips



## APPENDICES

- **Technology Plan**
- **MEAP Score Narrative and Tables**
- **Parent Compact**

## TECHNOLOGY PLAN

June 2008 – June 2011

**Marvin L. Winans Academy of Performing Arts (82924)**

**Contact: Randy Hayward, Superintendent**

**rhayward@winans.spfs.k12.mi.us**

**7616 E. Nevada**

**Detroit, MI 48234**

**Ph: 313-365-5578**

**Fax: 313-365-5684**

**URL: [www.winans.spfs.k12.mi.us](http://www.winans.spfs.k12.mi.us)**

**ISD: Wayne Resa**

### District Profile

Marvin L. Winans Academy of Performing Arts (hereafter WAPA or the Academy) was founded in 1997. Presently we have 2 campuses. The school currently has 1115 enrolled students in grades K-12.

K- 5 <sup>th</sup> Grade Dominican Campus 9740 McKinney Detroit, MI 48224 313-640-4610 687 students	6 <sup>th</sup> – 12 <sup>th</sup> Grade Nevada Campus 7616 East Nevada Detroit, MI 48234 313-365-5578 428 students
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The school serves predominately African American students, with 80% of our population being below the poverty line. We currently have 71 teachers, 5 building substitutes, 14 paraprofessionals, 8 culinary staff, 7 custodians, 15 clerical staff and 12 administrators. In addition, we are managed by Solid Rock Management Company and our provider is Saginaw Valley State University.

WAPA gives parents a choice, regardless of the socio-economic conditions. WAPA maintains the standards of excellence in education and at the same time offers students an opportunity to develop an appreciation for the fine arts (instrumental and vocal music, drama, art and dance). Parental and community involvement is an integral part of the curriculum at all grade levels.

### School Mission Statement

The mission of the Marvin L. Winans Academy of Performing Arts is to prepare students for academic and performing arts excellence and responsible citizenship.

Randy Hayward	Superintendent, Chairperson
Kirk Goodlow	Principal
Robert Lozelle	Principal
Shelley McIntosh	Principal
Heather Clark	Technology Teacher
Mona Cioffi	Technology Teacher
Nancy Clark	Office Manager
Larry Simmons	Site Manager
Eric McKithen	Site Manager
Lateefah Walker	Management Company Rep
Danyelle Clark	Office Manager

## **Technology Vision**

WAPA will integrate technology into the curriculum in order to enhance the learning experience and promote the vision and goals of the school.

### **Technology Committee**

#### **Background**

Students across the District can be seen using technology in many ways. Students create projects and presentations that were not possible in the past. The use of computers in Science, Math, Foreign Language, Social Studies, and English Language Arts enhances student learning in these vital areas.

Each building is equipped with LCD projectors, Smart boards, document cameras, DVD/VCR players, overhead projectors, digital cameras, scanners and camcorders.

To improve communication with parents and to help ensure building safety, each classroom has a telephone.

Each building is equipped with computer labs.

The District has supported this technology by contracting a District Technology Director and Network Administrator. Each school has a Building Level Technology Specialist that gives invaluable timely support. The District commits a portion of general fund money each year to the ongoing support, maintenance, training, supplies, software, and enhancement of technology across the organization.

#### **District technology vision/mission statement:**

##### **Educating Through Technology**

This **vision** for technology shall develop users with a high degree of technology literacy. This vision, through its implementation, shall support the evolution of instructional strategies which foster interactive, collaborative, and innovative teaching and learning. It shall also promote:

- Curriculum integration
- Higher level thinking skills and human achievement
- Career preparation
- Lifelong learning

- Interaction within schools, homes, community, and the world
- Ethical Technology Use

### **Overview of the Planning Process**

WAPA is committed to Technology Planning that dovetails with the District Mission and School Improvement process. The Technology Plan is created as an outgrowth of plans developed by District and School Improvement teams. All of these teams have overlapping membership. This planning also involves District- and school-level parent advisory committees and the goals set out by the School Board of Director's Long-term and Intermediate-term Goals, of which technology is a major area. These processes lead to a Technology Plan that is part of the whole process of school improvement, curriculum adoption, and staff development. It also ensures that technology is a part of the process for meeting all of the goals set forth by "No Child Left Behind" (NCLB), "Education Yes," "Adequate Yearly Progress" (AYP), and all other education initiatives.

### **Major Goals of the Technology Plan**

#### **Technology Goal 2008-2011 Education**

- Develop the use of technology to track student academic progress.
- Develop the use of technology to track District standards and benchmarks.
- Integrate software that allows the collection and desegregation of student personal and academic information.
- Develop training for the preceding uses of technology.
- The majority of educational goals are found in the section of this plan dealing with the curriculum and school improvement.

#### **Improve Technology Service**

- Improve Technology support through additional contracted services.

#### **Web Site Improvements**

- Use to improve home school communications.
- Add resources to the Web Site.
- Major upgrade format and information.
- Provide links to parent and student resources.
- Provide online job postings and applications.
- Improve real-time information.

#### **Hardware**

- Continue to replace computer workstations on scheduled a cycle.
- Upgrade computer workstations as appropriate.
- Continue to add labs, both portable and fixed, that have standardized equipment.
- upgrade data electronics throughout the District as needed.
- Upgrade servers as needed.
- Continue to establish Wireless Network Connections.

### **Security**

- Continue improvements to the District web filter.
- Continue to update technology policies.
- Improve E-mail management.
- Improve Spam filtering.
- Improve virus filtering.
- Improve data backup.
- Improve power supplies.
- Monitor of Internet resources.
- Continue improvement of disaster recovery solutions.

## **CURRICULUM INTEGRATION**

### **Goals and Strategies**

1. The preparation necessary includes student exposure to and the use of technology and telecommunications so that they can master technical skills and apply them practically within their daily lives. Accordingly, the Academy will align its use of technology with those standards included in the Michigan Curriculum Framework and will provide students with the opportunity to:
  - Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner);
  - Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information;
  - Apply appropriate technologies to critical thinking, creative expression, and decision-making skills;
  - Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments;
  - Apply ethical and legal standards in planning, using, and evaluating technology; and
  - Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economical decisions.
2. Provide workshops and professional development classes to assist our staff in understanding technologies as they become available, and to assist in their integration in the curriculum.
3. Develop outcomes aligned with state standards.
4. Use technologies to enhance the learning experience and promote the vision and goals of the school.

5. Teachers will:
  - Improve delivery of instruction
  - Provide opportunities for students to learn within a diverse learning environment
  
6. Students will use technologies to:
  - Communicate their learning effectively and creatively
  - Access, retrieve, interpret and evaluate visual and auditory information
  - Maximize productivity and skill development

### **Research Based Strategies for Curriculum Integration**

Technology and telecommunications are ever-changing and emerging phenomena. Utilizing the Michigan Curriculum Framework as our base for guiding the use of technology within our building will ensure that the Academy applies appropriate research-based strategies to integrate technology into curriculum and instruction. The overall goal is to improve student academic achievement in the core curriculum areas and the arts.

**Improving access to and the utilization of computer hardware and software across the curriculum.** To supplement the two computer laboratories within the Academy, every classroom with the Academy will contain at least one computer that will permit students to explore and utilize technological capabilities in groups and individually. Within this access, staff and students will understand the pervasive nature of technology and its impact upon our lives, collectively and individually, within the school and community.

**Developing facility with the use of computer software as a tool for learning.** Staff and students will learn to input, retrieve, and interpret information from a technological system. They will demonstrate the facility with the information acquired by analyzing, manipulating, evaluating and communicating its meaning across curricular disciplines.

**Utilizing information acquired from technology.** Staff and students will learn to utilize the information attained through technology to develop critical thinking skills; to express individual and cultural ideas; to work through complex problems; to develop or arrive at an array of solutions; and to make critical decisions regarding outcomes.

**Employing technology systematically.** Staff and students will learn to employ technological resources and processes, systematically. They will develop, transfer, analyze, select and utilize systems that graphically display, represent, and measure phenomena to create, maintain, monitor and practically improve products, systems, and environments.

**Applying ethical and legal standards in technology.** Staff and students will understand the ethical and legal standards for the use of technology. They will explore the emerging legal, regulatory and ethical standards that continually change as technology advances and apply them as they plan, evaluate, implement and utilize technology, accordingly.

**Evaluating and forecasting with technology.** Staff and students will understand the utility of technology in evaluating our society and environment. They will learn the utility of technology to forecast civic, social and economic consequences and to make informed decisions and choices.

## CURRICULUM

Goals and strategies, aligned with challenging state standards, for using telecommunications and technology to improve teaching and learning.

### ***Educational Technology Standards & Expectations Grades K - 2*** **BASIC OPERATIONS AND CONCEPTS**

#### **By the end of Grade 2, each student will:**

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).
2. identify common uses of technology found in daily life.
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).
4. identify the functions of major hardware components in a computer system.
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print).
9. proofread and edit their writing using appropriate resources including dictionaries and a class, developed checklist both individually and as a group.

### **SOCIAL, ETHICAL, AND HUMAN ISSUES**

#### **By the end of Grade 2, each student will:**

1. identify common uses of information and communication technologies.
2. discuss advantages and disadvantages of using technology.
3. recognize that using a password helps protect the privacy of information.
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.
5. discuss the consequences of irresponsible uses of technology resources at home or at school.
6. understand that technology is a tool to help complete a task.
7. understand that technology is a source of information, learning, and entertainment.
8. identify places in the community where one can access technology.

### **TECHNOLOGY PRODUCTIVITY TOOLS**

#### **By the end of Grade 2, each student will:**

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing).
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.

### **TECHNOLOGY COMMUNICATIONS TOOLS**

#### **By the end of Grade 2, each student will:**

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners to communicate and share ideas with classmates, families, and others.

#### **TECHNOLOGY RESEARCH TOOLS**

**By the end of Grade 2, each student will:**

1. know how to recognize the Web browser and associate it with accessing resources on the Internet.
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners.
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.
4. provide a rationale for choosing one type of technology over another for completing a specific task.

#### **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

**By the end of Grade 2, each student will:**

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.
2. identify ways that technology has been used to address real-world problems (personal or community).

#### ***Educational Technology Standards & Expectations Grades 3 - 5*** **BASIC OPERATIONS AND CONCEPTS**

**By the end of Grade 5, each student will:**

1. discuss ways technology has changed life at school and at home.
2. discuss ways technology has changed business and government over the years.
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).
5. know proper keyboarding positions and touch-typing techniques.
6. manage and maintain files on a hard drive or the network.
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media.
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.
10. identify search strategies for locating needed information on the Internet.
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level appropriate checklists, both individually and in groups.

#### **SOCIAL, ETHICAL, AND HUMAN ISSUES**

**By the end of Grade 5, each student will:**

1. identify cultural and societal issues relating to technology.
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning.
3. discuss how various assistive technologies can benefit individuals with disabilities.
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.
5. discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDA's, wireless connectivity) and describe consequences of inappropriate use.
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.
7. use age-appropriate citing of sources for electronic reports.
8. identify appropriate kinds of information that should be shared in public chat rooms.
9. identify safety precautions that should be taken while on-line.
10. explore various technology resources that could assist in pursuing personal goals.
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals.

#### **TECHNOLOGY PRODUCTIVITY TOOLS**

**By the end of Grade 5, each student will:**

1. know how to use menu options in applications to print, format, add multimedia features; open, save, and manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents.
3. use a variety of technology tools and applications to promote creativity.
4. understand that existing (and future) technologies are the result of human creativity.
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.

#### **TECHNOLOGY COMMUNICATIONS TOOLS**

**By the end of Grade 5, each student will:**

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) that communicate information and ideas to various audiences.
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).

#### **TECHNOLOGY RESEARCH TOOLS**

**By the end of Grade 5 each student will:**

1. use Web search engines and built-in search functions of other various resources to locate information.
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.

4. perform simple queries on existing databases and report results on an assigned topic.
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.

#### **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

**By the end of Grade 5, each student will:**

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).

**By the end of Grade 8, each student will:**

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.
2. use appropriate technology terminology.
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.
4. understand that new technology tools can be developed to do what could not be done without the use of technology.
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use.
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).
7. discuss common hardware and software difficulties and identify strategies for troubleshooting and problem solving.
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded.
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions).
11. identify appropriate file formats for a variety of applications.
12. use basic utility programs or built-in application functions to convert file formats.
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level appropriate checklists both individually and in groups.

#### **Educational Technology Standards & Expectations Grades 6 – 8 SOCIAL, ETHICAL, AND HUMAN ISSUES**

**By the end of Grade 8, each student will:**

1. understand the potential risks and dangers associated with on-line communications
2. identify security issues related to e-commerce.
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).
4. describe possible consequences and costs related to unethical use of information and communication technologies.
5. discuss the societal impact of technology in the future.

6. provide accurate citations when referencing information from outside sources in electronic reports.
7. use technology to identify and explore various occupations or careers.
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning.
9. identify uses of technology to support communication with peers, family, or school personnel.

#### **TECHNOLOGY PRODUCTIVITY TOOLS**

**By the end of Grade 8, each student will:**

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.
2. use a variety of technology resources, including the Internet, to increase learning and productivity.
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).
4. use available utilities for editing pictures, images, or charts.
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations.

#### **TECHNOLOGY COMMUNICATIONS TOOLS**

**By the end of Grade 8, each student will:**

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.

#### **TECHNOLOGY RESEARCH TOOLS**

**By the end of Grade 8, each student will:**

1. uses a variety of Web search engines to locate information.
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.
3. identify types of Internet sites based on their domain names (e.g., edu, com, org, gov, au).
4. know how to create and populate a database.
5. perform queries on existing databases.
6. know how to create and modify a simple database report.
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

#### **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

**By the end of Grade 8 each student will:**

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem.
2. describe the information and communication technology tools useful for collecting information from different sources, analyzing findings, and drawing conclusions to address real-world problems.

#### **Educational Technology Standards & Expectations Grades 9 - 12**

## **BASIC OPERATIONS AND CONCEPTS**

### **By the end of Grade 12, each student will:**

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).
2. identify the capabilities and limitations of emerging communication resources.
3. understand the importance of both the predictable and unpredictable impacts of technology.
4. identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.
5. understand that access to online learning increases educational opportunities.
6. be provided with the opportunity to learn in a virtual environment as a strategy to build 21<sup>st</sup> Century learning skills.
7. understand the relationship between electronic resources, infrastructure, and connectivity.
8. routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.
9. assess and solve hardware and software problems by using online help or other user documentation and support.
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).
11. demonstrate how to import/export text, graphics, or audio files.
12. proofread and edit a document using an application's spelling and grammar checking functions.

## **SOCIAL, ETHICAL, AND HUMAN ISSUES**

### **By the end of Grade 12, each student will:**

1. identify legal and ethical issues related to use of information and communication technology.
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
3. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.
4. discuss the possible consequences and costs of unethical uses of information and computer technology.
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner.
7. participate in online communities and online learning opportunities.
8. explain the differences between freeware, shareware, and commercial software.
9. adhere to fair use and copyright guidelines.
10. create appropriate citations for resources when presenting research findings.
11. adhere to the district acceptable use policy as well as state and federal laws.
12. explore career opportunities and identify their related technology skill requirements.
13. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.

## **TECHNOLOGY PRODUCTIVITY TOOLS**

### **By the end of Grade 12, each student will:**

1. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
2. apply advanced software features such as an application's built-in thesaurus, templates and styles to improve the appearance of word processing documents, spreadsheets, and presentations.

3. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.
4. use an online tutorial and discuss the benefits and disadvantages of this method of learning.
5. develop a document or file for inclusion into a web site or web page.
6. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).
7. have the opportunity to participate in real-life experiences associated with technology-related careers.

#### **TECHNOLOGY COMMUNICATION TOOLS**

**By the end of Grade 12, each student will:**

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, list serves, blogs, virtual reality).
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.
3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).

#### **TECHNOLOGY RESEARCH TOOLS**

**By the end of Grade 12, each student will:**

1. compare, evaluate, and select appropriate Internet search engines to locate information.
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the Internet to present research findings.
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.
4. distinguish between, fact, opinion, point of view, and inference.
5. evaluate resources for stereotyping, prejudice, and misrepresentation.
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).

#### **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

**By the end of Grade 12, each student will:**

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.

**Student Instructional Outcomes**

Winans Academy students will benefit from educational technology as evidenced by their capacity to effectively demonstrate the following proficiencies:

- The student uses technological processes and systems.
- The student is able to explain the impact and use of technology in today's information age.
- The student demonstrates problem-solving skills using technology as a tool.
- The student demonstrates creativity in utilizing technology to express himself/herself.
- The student is an active participant in the learning process and learns independently.
- The student will be able to find reliable information on the Internet.
- The student is able to access real-time information, integrate the information, and incorporate it into a verbal and/or written presentation.
- The student increases his/her productivity by utilizing technology to achieve his/her goals.

**Current Internet Usage**

Students currently use the Internet in multiple ways. Students use the Internet to research information, to explore new ideas, to gather information for their work and to learn ways to improve their quality of living. They also engage in using online activities to learn and/or reinforce concepts taught in the classroom.

**No Child Left Behind – Eighth Grade Technology Assessment**

At the end of each school year eighth grade students will be assessed on their technology proficiencies based on the grade they receive in a mandatory general technology class. This is the culmination of a three-year middle school program that addresses the 6th-8th grade ISTE technology benchmarks.

TECHNOLOGY INTEGRATION TIMELINE

Area	Item	Target Date
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Student Learning	<ul style="list-style-type: none"> <li>- Responsible Internet use</li> <li>- 1<sup>st</sup> -5<sup>th</sup> Grade teachers will integrate technology into the academic content areas as possible</li> <li>- Basic Computer Skills</li> <li>-Kindergarten to 5<sup>th</sup> grade offers computer class 2-3 times per week/1/2 year</li> <li>- 6<sup>th</sup> – 8<sup>th</sup> grade Computer class elective</li> <li>- K-5 individual classrooms will utilize opportunities to explore educational topics electronically. Virtual Field Trips will be created in which students visit a variety of websites that relate to the current topic being studied.</li> </ul>	<p>On going On Going</p> <p>On going On Going</p> <p>On-going On Going</p>
Professional Development	<ul style="list-style-type: none"> <li>- Internet policy</li> <li>- MI Climb Training</li> <li>- Saginaw Valley State University Math, Science and ELA Training</li> <li>- Saginaw Valley State University Assessment program</li> <li>- Self/needs assessment</li> <li>- Incorporating technology in classroom</li> <li>- Grade Quick/Administrative Plus Software</li> <li>- Identify present needs in staff and coordinate technology workshops to meet needs.</li> </ul>	<p>On-going On-going On-going</p> <p>2008-2009</p> <p>On-going On-going On-going On-going</p>
Community Involvement	<ul style="list-style-type: none"> <li>-Presentations are made by technology staff at a Parent Teacher Organization meeting regarding areas of interest such as Internet Safety</li> </ul>	<p>annually</p>
Infrastructure	<ul style="list-style-type: none"> <li>Phase in 40 classroom computer stations for K-5 staff</li> <li>Phase in upgraded High School lab computers</li> <li>Add new High School lab to Rm 206</li> <li>Add 1 high volume printer for K-5 staff</li> <li>Phase in upgraded K-5 Computer Lab computers</li> <li>Restage K- 5 Lab computers for Classroom learning stations</li> </ul>	<p>2008-2009</p> <p>2008-2009 2008-2009 2009-2010 2010-2011 2010-2011</p>

### Technology Delivery

The District has internet access, the Microsoft Office suite, grading and other applications available as resources for all staff. There are also LCD projectors and smart boards available to the staff in each building. The District is also gathering information on distance/online learning for both staff and students to utilize and gain further knowledge.

**Wayne RESA** is a regional educational service agency that provides a broad spectrum of services and support our schools aimed at improving student achievement and maximizing economies of scale in staff development, purchasing, and administrative services. Services range from curriculum consulting and staff development, helping districts maximize technology use in the classroom, software applications for district student and administrative services, group purchasing and more.

**Michigan eLibrary (MEL)**

The Michigan eLibrary is a project of the Library of Michigan, giving access to several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases. These databases include: OCLS FirstSearch; Galegroup Infotrac; SIRS Discoverer Deluxe; Electric Library Elementary.

**E-Books**

Students and staff now have access, from school or from home, to a collection of more than 22,000 books published digitally. A book can be "checked out" for a period of 6 hours. The books are available through netLibrary.

**MiClimb**

Teachers will continue to utilize the MiClimb resource to support instruction. Training and support will be provided on an ongoing basis.

**Parental and Community Communication**

Parental communication is a strong component of our school and the Technology Plan is provided on our website to inform parents of our Technology goals. In addition to orientation, school and teacher newsletters, school handbook, conferences and progress reports, parents are required to pick their children up at the classroom door, allowing for daily teacher-parent communication.

1. Encourage the sharing of ideas and information between our staff, parents, and other schools. To understand how technologies are being used at work, at home and at other schools.
2. During conferences, the computer lab is open for parents to view materials the students are using.
3. Parent teacher organization serves to increase communication and support between the school and the community.
4. Continue to use email to increase parental communication.
5. Provide parents information and names of local agencies and libraries that offer public access to the Internet.
6. Provide parents opportunities to work with their children
7. Parents will be invited to attend workshops that will train them to use technology to research various colleges and universities.
8. Provide annual report to WAPA Board on progress and goals of Technology Committee for the year.
9. We also seek parental involvement in accessing our Technology Goals and Objectives through Parent Teacher Conferences and through our Parent Teacher Organizations.

## **Collaborations**

This component is Not Applicable. Currently WAPA is not involved with Adult Education Programs, but as a school which supports the Performing Arts and education, we do support our local community in this arena. All services from the Detroit Public Schools and area ISD's, local schools and colleges are available to our families. We do present to our Parent Organization a demonstration of Internet Recourses available to them.

Every year we reconsider the viability of providing these services. It is something we hope to have someday.

## **Professional Development**

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Staff members must not only understand the technologies used, but must become coaches, and mentors concerning these technologies. Staff members must have an intimate knowledge of the impact and utilization of the technologies on their curriculum.

We review our professional development offerings to ensure that they are in alignment with the National Educational Technology Standards for Teachers (NETS-T) as set forth by the International Society for Technology in Education (ISTE). The Entry-Level Standards and Related Proficiencies for Michigan Teachers as well as the Standards for Preparation of Teachers in Educational Technology will be reviewed as well.

WAPA must support our staff as we add technologies into the classroom and the instructional process. To do that, a professional development program will be established. Staff members must be given the knowledge and skills they need concerning these technologies.

To achieve these goals, WAPA will establish a professional development program that will address the needs of the staff. The Technology Committee will evaluate the needs of the staff and develop the means of meeting those needs (membership in professional organizations, in-service training, attendance at technology seminars, and other pertinent technology related events) The committee will also address professional development needs as they review new technologies.

## **On-going and Sustained Training**

Michigan Educational Technology Standards will be used in lesson design and in instruction. The METS Checklist will be used by the computer and the classroom teachers. All teachers are informed of all Technology offerings at Wayne RESA and professional conferences such as the annual MACUL Conference. The teachers are trained one on one in any area of interest, such as MS Excel or how to use a digital camera.

Staff will be surveyed annually about their technology and other professional development needs in order to prioritize each year's training schedule. In addition, and based on yearly standardized assessment results (including MEAP and MME trend data), and as part of our continuous improvement process, we identify

additional training needs unique to our Academy that may change from year to year. Once prioritized, training workshops and activities are determined they are then added to the budget and school calendar.

We also utilize Saginaw Valley State University (SVSU) Technology Resources for math, ELA and science and an assessment program (located on the SVSU web site).

The goal will be to create a cadre of in-house trainers and experts by the end of the 2009 school year. These trainers also become the in-house experts for support, immediate assistance and follow-up training.

Also, we plan and develop just-in-time training that takes place just prior to when the skill is needed and short mini lessons, about fifteen minutes in length that take place during a planning period, before school and after school or during weekly grade level or staff meetings.

All new staff is trained on the school's equipment and services the first week of employment and that training is repeated or reviewed on an as needed basis.

In-service classes will be developed to address staff needs. Some of the subjects that staff members will be taught are:

- Network servers
- Templates
- Grade Quick
- Basic computer usage
- Integration of computer software into the curriculum
- Word processing
- Spreadsheets
- Databases
- Multi-media Software usage
- Use of Staff wide e-mail
- Using the Internet
- Using the Internet to plan lessons
- Using the Internet in your lessons
- Using technology in presentation and instruction
- Uses of Video in the classroom
- Using Camera, scanners, and other devices in the classroom
- Use of LCD projector

We also have online PDF files of instructional materials for Microsoft Office applications from *Visibooks* for staff use.

## PROFESSIONAL DEVELOPMENT TIMELINE

2008-2009	2009-2010	2010-2011
<p style="text-align: center;"><b>August &amp; September</b></p> <ul style="list-style-type: none"> <li>▪ GradeQuick &amp; Attendance applications</li> <li>▪ MS Outlook</li> <li>▪ Networked servers &amp; file locations</li> <li>▪ Media Centers</li> <li>▪ Equipment</li> <li>• LCD Projector</li> <li>• Digital Board</li> <li>• Digital Camera</li> <li>• Digital Imagers</li> <li>• Camcorder</li> </ul>	<p style="text-align: center;"><b>August &amp; September</b></p> <ul style="list-style-type: none"> <li>▪ GradeQuick &amp; Attendance applications</li> <li>▪ MS Outlook</li> <li>▪ Networked servers &amp; file locations</li> <li>▪ Media Centers</li> <li>▪ Equipment</li> <li>▪ LCD Projector</li> <li>▪ Digital Board</li> <li>▪ Digital Camera</li> <li>▪ Digital Imagers</li> <li>▪ Camcorder</li> </ul>	<p style="text-align: center;"><b>August &amp; September</b></p> <ul style="list-style-type: none"> <li>▪ GradeQuick &amp; Attendance applications</li> <li>▪ MS Outlook</li> <li>▪ Networked servers &amp; file locations</li> <li>▪ Media Centers</li> <li>▪ Equipment</li> <li>▪ LCD Projector</li> <li>▪ Digital Board</li> <li>▪ Digital Camera</li> <li>▪ Digital Imagers</li> <li>▪ Camcorder</li> </ul>
<p style="text-align: center;"><b>December/January</b></p> <ul style="list-style-type: none"> <li>▪ Microsoft Applications</li> <li>▪ Review Grade Quick</li> <li>▪ MI Climb</li> <li>▪ Plan for In House grade level trainers</li> <li>▪ Develop Just In Time training by Technology teachers</li> </ul>	<p style="text-align: center;"><b>December/January</b></p> <ul style="list-style-type: none"> <li>▪ Microsoft Applications</li> <li>▪ Review Grade Quick</li> <li>▪ MI Climb</li> <li>▪ Implement In House Trainers Program</li> </ul>	<p style="text-align: center;"><b>December/January</b></p> <ul style="list-style-type: none"> <li>▪ Microsoft Applications</li> <li>▪ Review Grade Quick</li> <li>▪ MI Climb</li> <li>▪ In House Trainers Program implemented</li> </ul>
<p style="text-align: center;"><b>April &amp; May</b></p> <ul style="list-style-type: none"> <li>▪ Review &amp; evaluate training sessions, make adjustments if needed.</li> <li>▪ Survey training needed and equipment recommendations from staff</li> </ul>	<p style="text-align: center;"><b>April &amp; May</b></p> <ul style="list-style-type: none"> <li>▪ Review &amp; evaluate training sessions, make adjustments if needed.</li> <li>▪ Survey training needed and equipment recommendations from staff</li> </ul>	<p style="text-align: center;"><b>April &amp; May</b></p> <ul style="list-style-type: none"> <li>▪ Review &amp; evaluate training sessions, make adjustments if needed.</li> <li>▪ Survey training needed and equipment recommendations from staff</li> </ul>
<p><b>ON GOING:</b> Distribute information on Technology training opportunities at Wayne RESA and any local area schools &amp; universities.</p>	<p><b>ON GOING:</b> Distribute information on Technology training opportunities at Wayne RESA and any local area schools &amp; universities. Just in Time training as needed.</p>	<p><b>ON GOING:</b> Distribute information on Technology training opportunities at Wayne RESA and any local area schools &amp; universities. Just in Time training as needed.</p>

### Supporting Resources

The District is supporting technology with outside vendors and/or consultants and two staff members as first level technical support. The two staff members are knowledgeable in technology and responsible for learning most functions related to its deployment and use. The staff members are responsible for the coordination and contact with outside vendors/consultants for more elaborate technical issues. One of the two staff members are located at each of the Districts buildings. District technology staff members are trained in their areas of expertise, attend conferences, and belong to the appropriate professional organizations. The District technology staff also train other staff members on basic troubleshooting and simple setup such as printer setup. The District staff members also explore and identify on-line, web based training modules, and notify staff of workshops and services that meet the needs of the District as well as individual staff members.

The District also employs technical support from services contracted to maintain and upgrade all network and server equipment. They also ensure interoperability of equipment, recommend upgrades and acquisitions and train the two staff members for on site support services. The District with the aid of contracted support services also employs the use of an automated system for network security, virus protection, web filtering, and firewalls in an effort to prevent problems. Systems are also in place to speed the repair process, including computer imaging software and information backup systems and remote desktop access.

## **Infrastructure**

### **Current Infrastructure**

Marvin L Winans operates two buildings known as the Nevada and Dominican campus. Both campus are connected via four (4) T1-lines, two (2) at each site. Internet services are provided through Merit Networks with assigned IP addresses connected through two Cisco routers. All classrooms and offices are wired for Internet and network access. Marvin L Winans has also implemented a wireless network at both campus locations to support wireless laptops and PDAs.

Marvin L Winans maintains an email, web, file/print, and a firewall server to prevent from un-authorized access. All servers are using Microsoft Advanced Server 2003. Microsoft Exchange 2003 is used for the email server, and Microsoft Internet Security and Acceleration Server (ISA) 2004 is used on the firewall server.

### **Web Filtering**

The Internet provides access to material that may not be suitable for students and/or may not have educational value. In order to ensure that the Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information, the district has implemented a filtering system. We currently use SecureComputing to block access to undesirable sites on the Internet. Information is filtered by subject area. The software has an override feature if filtered information is needed. Teachers and staff may request that blocked sites be enabled by submitting a request to the Tech Committee.

### **Network Protection**

Servers and workstations are protected by Symantec antivirus software.

File/Print Sharing is used by both locations:

1. Projects Shared Group – is a shared folder used by teachers and staff to work on common projects.
2. Staff group – is a private folder used by staff and teachers only to share common documents

Marvin L Winans has one computer lab of 25 stations to support the high school students, a Technology Resource and Support Center and one computer lab consisting of 25 workstations to support the K-5 students, three media centers, and one wireless mobile cart containing twelve wireless laptops. The lab helps with research, remediation, and accelerated skills. The lab is also used by our Computer Club after school. Internet and network functionality is provided to all PCs in the lab, media center, and classrooms. In addition, 50% of our classrooms are equipped with PCs. The Plan is to have all classrooms with a PC by year-end 2010.

The integration of specialized technologies into the classrooms, through the use of classroom computers, video cameras, overhead projectors, academic software, and other technologies, can have a significant impact on instruction, multiplying the

effectiveness of the teacher, and broadening the skills and experiences of the students. Technologies of all types must be integrated into the normal curriculum. These new technologies must become the modern chalkboard. Therefore, allowing the teachers to express and show new ideas, give information and instruction, and unleash the potential of all students. Using multi-media authoring technologies, teachers can create informative, entertaining, and exciting methods of instruction, students can create experiences, sharing ideas, and knowledge with others and both can participate in sharing these events and others with the world over the Web. By increasing the technologies available in the classroom, and integrating them into current instruction we can inspire our staff and students to reach new heights.

### **Strategies to Identify Infrastructure Needs**

1. Two staff persons are available to provide 1<sup>st</sup> level support daily and are knowledgeable in technology and responsible for learning most functions related to its deployment and use. These staff members serve as primary contact for interacting with all outside vendors and/or consultants, including helping to train other staff, once they are trained.
2. Technical support services are contracted to maintain and upgrade the network and servers. They also ensure interoperability of equipment, recommend upgrades and acquisitions, and inform our two staff members of all upgrades and changes to the network.
3. Technology consulting services are available from Wayne RESA.
4. Consultation with Curriculum Instructor and MEAP Educational Consultant to keep us abreast of changing technologies and to help us evaluate on an on-going basis, which existing or emerging enhancements that we might consider adding to our existing infrastructure.
5. We collect, review and analyze both quantitative and qualitative data, over time and from year to year in order to more effectively make decisions regarding technology purchases, training deployment, and any changes to our instructional techniques.
6. We obtain on-going staff and other stakeholder feedback in order to measure effectiveness and satisfactions with existing services.

### **Technical Support and Training**

Technical support and training ensures that over time, all of the technological systems can be sustained and maintained at a functioning level. Technical training in the use of technology will include at least all of the following:

- Computer operating systems
- File management

- Word processing, spreadsheet, desktop publishing, and database business software
- Searching for information on-line
- Submission of reports electronically
- Using computers to deliver instruction
- Using administrative software
- Using CD-ROM to access references information, such as encyclopedias
- Using specific curriculum software
- Provide basic technical support

Technical training is made available to all teachers and staff periodically. Technical support is provided by the Technical Committee.

The Technical Committee ensures coordination between technical training courses and all other training such as curriculum integration, using technology for individualized and group instruction, employing the use of the Internet for project-based learning, etc. The school will designate at least one primary education contact for participating in training and development planning sessions.

#### Budget Timeline

Function Titles	2008-09	2009-10	2010-11	Total
Personnel	\$100000	\$100000	\$100000	\$300000
Hardware	\$25000	\$25000	\$50000	\$100000
Software	\$10000	\$10000	\$20000	\$40000
Networking	\$12000	\$30000	\$12000	\$54000
Internet Services	\$24000	\$24000	\$24000	\$72000
Phone/Voice Mail	\$32000	\$32000	\$32000	\$96000
Infrastructure	\$30000	\$10000	\$10000	\$50000
Supplies	\$15000	\$15000	\$15000	\$45000
Replacement	\$35000	\$35000	\$10000	\$80000
Maintenance	\$15000	\$15000	\$15000	\$45000
Professional Development	\$10000	\$12000	\$14000	\$36000
Contracted Tech Services	\$57600	\$57600	\$57600	\$172800
Other	\$20000	\$20000	\$20000	\$60000
<b>Total</b>	<b>\$385600</b>	<b>\$385600</b>	<b>\$379600</b>	<b>\$1150800</b>



Administrator  
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### **Increase Access**

Winans Academy of Performing Arts is continually striving to provide access to all staff and students in the district. All staff has access to computers either in their classrooms or via computers placed throughout the building. The district continues to improve the access to and the utilization of computer hardware and software across the curriculum.

The district currently has two computer laboratories, one at each of the buildings. The goal is to supplement the two computer laboratories and to have a teacher workstation and a student workstation in each classroom. This will allow students to explore and utilize technological capabilities in groups and individually. Staff and students will understand the ever changing nature of technology and its impact on our daily lives. Staff and students will understand how technology affects us individually, collectively and within the school and community.

The district will also identify public places within our geographic area for parents and students that provide free Internet access and/or use of computers. The district also had a media center in the middle school for parents to access the internet as well as Microsoft Office applications. The district will further investigate opportunities to increase parent and students' access, especially after school hours and during school breaks.

All students have Internet access regardless of socio-economic status.

**Funding and Budget**

**Timeline and Budget**

Area	Item	Target Completion Date
Acquisition and Fall Implementation	<ul style="list-style-type: none"> <li>- 20 additional workstations</li> <li>- 20 existing workstations upgrade</li> <li>- Internet filtering software</li> <li>- Subject based software</li> <li>- Internet use: policy and practice</li> <li>- Firewall</li> <li>- Increase wireless access points</li> <li>- Maintain domain server</li> <li>- Continue backups of domain server</li> <li>- Maintain web sever</li> </ul>	2008-2009 2008-2009 On-going On-going On-going On-going On-going On-going On-going On-going
Professional Development	<ul style="list-style-type: none"> <li>- MI Climb Software</li> <li>- Grade Quick/Administrative Plus Software</li> <li>- Saginaw Valley State University</li> <li>- Online tutorials</li> <li>- Online libraries</li> </ul>	Acquired Yearly and on-going for new staff and review
Interoperability	<ul style="list-style-type: none"> <li>- Selection of and integrating new technology components</li> </ul>	Yearly and on-going for new staff and review
Maintenance	<ul style="list-style-type: none"> <li>- Regular Maintenance</li> </ul>	Yearly and on-going: by outside consultants, tech committee and vendors

### **Coordination of Resources**

The cost for the technology budget will be funded by Title I, No Child Left Behind incentives, 31A, Title II Part D, Title V Part A and other state and federal monies. The school also receives e-rate funding. Fundraising is another source of some technology funding. We also receive Skillman Foundation grants that assist us in meeting our goals.

### **Monitoring and Evaluating**

Strategies that the District will use to evaluate the extent to which activities are effective in integrating technology into curriculum and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

Monitoring and evaluating are provided to the school through its Technology Committee. Curriculum will drive the use of technology for students and teachers. The rate and range of student achievement in core academic areas will have the highest priority when determining the effects of any strategy. All levels of teachers will meet once a month at their grade level or curriculum cluster to discuss, share and evaluate any specific plans to incorporate technology to enrich and expand their lessons.

Michigan Educational Technology Standards will be used in lesson design and implemented in the classroom. The METS Checklist will be utilized by instructional staff. Students will be assessed by written and application tests, teacher observation and project completion.

Goals that are not met will be assessed & reviewed by instructional staff, the technology committee and classroom staff. One on one help, peer tutoring, online tutorials and supplemental materials will be used in addressing goals that are not met.

Other strategies will include:

Annual review of the plan by the Technology Committee and School Improvement Team

- Feedback from our outside technology vendors and consultants
- Provide baseline data on usage (both staff and students)
- Provide baseline data on professional development
- Survey staff on methods and rationale
- Collaborate with Curriculum Instructor, Wayne RESA, and consultants to interpret and evaluate progress

The building-level administrators (principals) are responsible for providing a technology-rich learning environment, including equipment, for their students and staff.

**Evaluation**

An emphasis on results is central to school improvement. Organizations that are effective in living their mission are concerned with short-term and long-term results. Collecting data for the purpose of assessing how the District technology plan is contributing to the achievement of the district's mission and vision is critical. The Technology Plan is a component of the School Improvement Plan and is reviewed District wide annually.

**Marvin L. Winans Academy of Performing Arts  
Network and Internet Access Agreement and Policy for Students**

The purpose of the computer network and Internet access is to assist students in preparing themselves for the future. These are valuable tools but, like most tools, there are right and wrong ways to use them. As with other pieces of school equipment, a student must understand what they can and cannot do with that equipment. They must also understand there are consequences for incorrect and unauthorized usage.

Anyone using the Winans Academy Network and Internet resources at school or away from school must comply with the following:

A. The use of the Network and Internet are considered privileges that may be revoked by the District at any time and for any reason. There are many reasons these privileges can be revoked. Some of these reasons are:

- ◆ changing of system software.
- ◆ placing unapproved information on the computer system.
- ◆ placing a virus or harmful program on or through the computer system in either public or private files or messages.

The District can remove files, limit or deny access, and refer the student for other disciplinary actions. (See the applicable portions of the Student Handbook.)

- B. Students will not use the District equipment or facilities to obtain, view, download, or gain access to any materials that may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Students violating these rules could have their access limited or denied, and the student can be referred for other disciplinary actions. (See the applicable portions of the Student Handbook.) The District has all rights to material stored in files. The District will remove any materials that it believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable.
- C. All information, services and features contained on District or Network resources are intended for the private use of its registered users. Any use of these resources for commercial-for-profit or other unauthorized purposes (e.g., advertisements, political lobbying), in any form, is expressly forbidden.
- D. The District's Network and Internet resources are for the use of approved users. The student is responsible for the use of his/her account/password and access privilege. A student's account is his/her responsibility. A student is not to allow another student to use his/her account or password. It is forbidden to use someone else's account/password. Such a use may be grounds for a loss of privileges and/or referral for further discipline. (See the applicable portions of the Student Handbook.)

- E. Any misuse of an account could result in the suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but is not limited to:
  - 1. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users
  - 2. Misrepresenting other users on the Network
  - 3. Disrupting the operation of the Network through abuse of the hardware or software
  - 4. Malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks
  - 5. Interfering with others' use of the Network
  - 6. Extensive use for non-curriculum-related communication
  - 7. Illegal installation of copyrighted software
  - 8. Unauthorized copying of licensed or copyrighted software
  - 9. Unauthorized use of licensed or copyrighted software
  - 10. Installation of software that is not approved by the District
  - 11. Allowing anyone to use an account other than the account holder
  
- F. The use of District Network and Internet resources are for the purposes of (in order of priority):
  - 1. Support of the academic program
  - 2. Telecommunications
  - 3. General information
  - 4. Recreation
  
- G. The District does not guarantee that the functions of the Network and Internet resources will meet any specific requirements that a user may have. The District cannot guarantee the Network and Internet resources will be error free or uninterrupted. Nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred concerning the use, operation, or inability to use the system.
  
- H. The District will periodically make determinations on whether specific uses of the Network and Internet resources are consistent with the acceptable-use practice. The District reserves the right to log Internet use and monitor electronic mail space utilization by users.
  
- I. The student may transfer files from information services and electronic bulletin board services. Any file received should be scanned with virus screening software. The student agrees to make a reasonable effort to ensure that the virus scanning software is turned on. The student also agrees to seek help from the adult in charge when a virus is detected or when the computer gives them other warnings during this process. Should the student recklessly or intentionally transfer a file, shareware or software which infects the Network with a virus and causes damage, the student may have to pay the cost of repair

to the Network system. S/he may be subject to other disciplinary measures. (See the applicable portions of the Student Handbook.)

- J. The student may not transfer files, shareware, or software from information services and electronic bulletin boards that would incur a cost or fee without the permission of their building principal. The student will be liable to pay the cost or fee, whether intentional or accidental, without such permission.
- K. The student may not log on and use the Network or Internet unless under the supervision of an authorized staff member. S/he must also use his/her account number or password if applicable.
- L. The District has the right to monitor computer use and files server space utilization by users. The District also has the right to remove a user account on the network to prevent further unauthorized activity.
- M. The rules and regulations of Network and Internet usage may be changed from time to time by the District. These rule changes will be made known to all users and will be available on hardcopy in the Principal's office.

Winans Academy makes no warranties of any kind, either expressed or implied, for the Network and/or Internet access it is providing. The District will not be responsible for any damages users suffer including, but not limited to, loss of data resulting from delays or interruptions in service. The District will not be responsible for the accuracy, nature, or quality of information stored on District diskette, hard drives, or servers; nor will it be responsible for the accuracy, nature, or quality of information gathered through District-provided Internet process. The District will not be responsible for unauthorized financial obligations resulting from District-provided access to the Internet.

By his/her use, any user of the District's Network and Internet resources releases any and all claims of any nature arising from his/her ability or inability to use the District Network and/or Internet resources.

#### **Internet Safety Measures**

This section of the policy addresses monitoring Internet activities of minors, safety and security of minors with respect to technology, and what measures have been designed to restrict minors' access to materials harmful to them. The school does comply with the Children's Internet Protection Act (CIPA). Presently we use SmartFilter to filter and block unacceptable sites.

# Marvin L. Winans Academy of the Performing Arts

## *Student Acceptable Use Policy*

Kindergarten – 12<sup>th</sup> Grade  
2008/2009

This form must be signed and returned before any school technology resources may be used.

The policy includes, but is not limited to, the following responsibilities:

1. To use the computer and Internet access only as an educational tool.
2. Using the computer correctly including proper shut – down and proper treatment of all technology equipment. Damages to equipment will be the responsibility of the parent/guardian.
3. Downloads of any kind, system changes including desktop themes, installation or deletion of software/data files without permission from the technical support facilitator is strictly prohibited.
4. Software from home or any other private source may not be used in the school computer lab.
5. Properly use copyrighted, licensed software, images or text.
6. Use of personal email is prohibited unless authorized by the administration.
7. Students may not use any staff computer without permission or supervision.

Any damages incurred from my misuse of the equipment will be the responsibility of my parent/guardian.

I have read and agree to comply with the Winans Academy of the Performing Arts Acceptable Use Policy. I understand that any violation of the policy may result in the loss of my privilege to use any technology within the school. I also understand that not following these rules may also result in suspension or expulsion from Winans Academy of the Performing Arts.

\_\_\_\_\_

First Name

Middle Initial

Last Name

Grade \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Student Signature

\_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_ Principal



## MEAP RESULTS

ESSENTIAL SKILLS READING / GRADE 3			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	32.8%	27.0%
Level 2	N/A	56.6%	51.3%
Level 3	N/A	10.7%	15.7%
Level 4	N/A	0.0%	6.1%

ESSENTIAL SKILLS READING / GRADE 4			
	2005-2006	2006-2007	2007-2008
Level 1	10.8%	17.3%	11.3%
Level 2	66.2%	69.3%	64.5%
Level 3	21.6%	12.0%	21.8%
Level 4	1.4%	1.3%	2.4%

ESSENTIAL SKILLS READING / GRADE 5			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	16.0%	19.0%
Level 2	N/A	73.0%	46.0%
Level 3	N/A	10.0%	25.0%
Level 4	N/A	1.0%	1.0%

ESSENTIAL SKILLS READING / GRADE 6			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	10.2%	14.1%
Level 2	N/A	67.3%	63.6%
Level 3	N/A	18.4%	16.2%
Level 4	N/A	4.1%	6.1%

## MEAP RESULTS

### ESSENTIAL SKILLS READING / GRADE 7

	2005-2006	2006-2007	2007-2008
Level 1	6.1%	20.8%	14.0%
Level 2	69.4%	56.3%	40.0%
Level 3	16.3%	14.6%	24.0%
Level 4	8.2%	8.3%	22.2%

### ESSENTIAL SKILLS READING / GRADE 8

	2005-2006	2006-2007	2007-2008
Level 1	N/A	25.0%	18.0%
Level 2	N/A	56.3%	56.0%
Level 3	N/A	12.5%	14.0%
Level 4	N/A	6.3%	12.0%

### ESSENTIAL SKILLS MATH / GRADE 3

	2005-2006	2006-2007	2007-2008
Level 1	N/A	39.3%	27.8%
Level 2	N/A	50.8%	58.3%
Level 3	N/A	9.8%	13.9%
Level 4	N/A	0.0%	0.0%

### ESSENTIAL SKILLS MATH / GRADE 4

	2005-2006	2006-2007	2007-2008
Level 1	12.2%	21.3%	12.1%
Level 2	58.1%	64.0%	63.7%
Level 3	25.7%	14.7%	21.8%
Level 4	4.1%	0.0%	2.4%

<b>MEAP RESULTS</b>
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ESSENTIAL SKILLS MATH / GRADE 5			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	11.0%	8.0%
Level 2	N/A	55.0%	42.0%
Level 3	N/A	31.0%	42.0%
Level 4	N/A	3.0%	8.0%

ESSENTIAL SKILLS MATH / GRADE 6			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	34.7%	33.3%
Level 2	N/A	51.0%	26.3%
Level 3	N/A	12.2%	30.3%
Level 4	N/A	2.0%	10.1%

ESSENTIAL SKILLS MATH / GRADE 7			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	26.0%	24.0%
Level 2	N/A	40.0%	42.0%
Level 3	N/A	32.0%	30.0%
Level 4	N/A	2.0%	4.0%

ESSENTIAL SKILLS MATH / GRADE 8			
	2005-2006	2006-2007	2007-2008
Level 1	20.0%	48.9%	26.0%
Level 2	32.0%	44.7%	46.0%
Level 3	26.0%	6.4%	24.0%
Level 4	22.0%	0.0%	4.0%

## MEAP RESULTS

ESSENTIAL SKILLS WRITING /GRADE 3			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	2.5%	0.0%
Level 2	N/A	71.9%	39.1%
Level 3	N/A	21.5%	54.8%
Level 4	N/A	4.1%	6.1%

ESSENTIAL SKILLS WRITING /GRADE 4			
	2005-2006	2006-2007	2007-2008
Level 1	0.0	0.0	0.0
Level 2	51.4%	45.3%	34.7%
Level 3	48.6%	54.7%	64.5%
Level 4	0.0%	0.0%	0.8%

ESSENTIAL SKILLS WRITING /GRADE 5			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	1.0	0.0%
Level 2	N/A	56.0%	34.0%
Level 3	N/A	39.0%	60.0%
Level 4	N/A	4.0%	6.0%

ESSENTIAL SKILLS WRITING /GRADE 6			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	4.0%	1.0%
Level 2	N/A	58.0%	85.9%
Level 3	N/A	30.0%	12.1%
Level 4	N/A	8.0%	1.0%

## MEAP RESULTS

ESSENTIAL SKILLS WRITING /GRADE 7			
	2005-2006	2006-2007	2007-2008
Level 1	0.0%	0.0%	0.0%
Level 2	77.6%	83.7%	92.0%
Level 3	20.4%	16.3%	8.0%
Level 4	2.0%	0.0%	0.0%

ESSENTIAL SKILLS WRITING /GRADE 8			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	4.3%	2.0%
Level 2	N/A	72.3%	70.0%
Level 3	N/A	19.1%	26.0%
Level 4	N/A	4.3%	2.0%

ESSENTIAL SKILLS English Language Arts /GRADE 3			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	14.9%	7.8%
Level 2	N/A	71.1%	65.2%
Level 3	N/A	12.4%	23.5%
Level 4	N/A	1.7%	3.5%

ESSENTIAL SKILLS English Language Arts /GRADE 4			
	2005-2006	2006-2007	2007-2008
Level 1	2.7%	2.7%	4.8%
Level 2	67.6%	77.3%	56.5%
Level 3	28.4%	20.0%	37.1%

Level 4	1.4%	0.0%	1.6%
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## MEAP RESULTS

ESSENTIAL SKILLS English Language Arts /GRADE 5			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	9.0%	68.0%
Level 2	N/A	68.0%	53.0%
Level 3	N/A	22.0%	36.0%
Level 4	N/A	1.0%	5.0%

ESSENTIAL SKILLS English Language Arts /GRADE 6			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	6.1%	7.1%
Level 2	N/A	61.2%	70.7%
Level 3	N/A	28.6%	20.2%
Level 4	N/A	4.1%	2.0%

ESSENTIAL SKILLS English Language Arts /GRADE 7			
	2005-2006	2006-2007	2007-2008
Level 1	0.0%	6.3%	6.0%
Level 2	77.6%	68.8%	58.0%
Level 3	18.4%	22.9%	32%
Level 4	4.1%	2.1%	4.0%

ESSENTIAL SKILLS English Language Arts /GRADE 8			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	2.1%	4.0%
Level 2	N/A	72.3%	74.0%
Level 3	N/A	21.3%	16.05
Level 4	N/A	4.3%	6.0%

<b>MEAP RESULTS</b>
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ESSENTIAL SKILLS SOCIAL STUDIES /GRADE 6			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	57.1%	25.3%
Level 2	N/A	30.6%	35.4%
Level 3	N/A	8.2%	24.2%
Level 4	N/A	4.1%	15.2%

ESSENTIAL SKILLS SOCIAL STUDIES /GRADE 9			
	2005-2006	2006-2007	2007-2008
Level 1	N/A	14.0%	10.4%
Level 2	N/A	58.0%	45.8%
Level 3	N/A	28.0%	39.6%
Level 4	N/A	0.0%	4.2%

ESSENTIAL SKILLS SCIENCE /GRADE 5			
	2005-2006	2006-2007	2007-2008
Level 1	2.0%	15.0%	7.0%
Level 2	62.0%	64.0%	48.0%
Level 3	32.0%	18.0%	29.0%
Level 4	4.0%	3.0%	16.0%

ESSENTIAL SKILLS SCIENCE /GRADE 8			
	2005-2006	2006-2007	2007-2008
Level 1	16.3%	21.3%	14.0%
Level 2	63.3%	48.9%	66.0%

## MME RESULTS

MME REPORT - READING / GRADE 11			
	2005-2006	2006-2007	2007-2008
LEVEL 1	N/A	0	0
LEVEL 2	N/A	16	20
LEVEL 3	N/A	30	30
LEVEL 4	N/A	17	20

MME REPORT - WRITING / GRADE 11			
	2005-2006	2006-2007	2007-2008
LEVEL 1	N/A	0	0
LEVEL 2	N/A	5	6
LEVEL 3	N/A	47	51
LEVEL 4	N/A	12	13

MME REPORT - MATH / GRADE 11			
	2005-2006	2006-2007	2007-2008
LEVEL 1	N/A	0	0
LEVEL 2	N/A	2	5
LEVEL 3	N/A	9	11
LEVEL 4	N/A	52	54

MME REPORT - ELA/ GRADE 11			
<b>MME RESULTS</b>			
LEVEL 1	N/A	0	0
LEVEL 2	N/A	7	12
LEVEL 3	N/A	42	43
LEVEL 4	N/A	14	15

MME REPORT - SCIENCE / GRADE 11			
	2005-2006	2006-2007	2007-2008
LEVEL 1	N/A	0	0
LEVEL 2	N/A	8	12
LEVEL 3	N/A	21	19
LEVEL 4	N/A	35	39

MME REPORT – SOCIAL STUDIES / GRADE 11			
	2005-2006	2006-2007	2007-2008
LEVEL 1	N/A	4	8
LEVEL 2	N/A	43	30
LEVEL 3	N/A	13	30
LEVEL 4	N/A	4	4

Level 1: Advanced  
Level 2: Proficient  
Level 3: Partially Proficient  
Level 4: Not Proficient



APPENDIX

**WINANS ACADEMY OF PERFORMING ARTS PARENT-STUDENT-TEACHER COMPACT**

**Parent/Guardian Agreement**

I/we want my child to succeed. Therefore, I/we will:

- ❖ Strive each day to make my child’s education my number one priority.
- ❖ Provide necessary supplies each day.
- ❖ See that my child is punctual and attends school regularly.
- ❖ Support the school discipline policy.
- ❖ Read with my child and let my child see me read.
- ❖ Read and review all information my child brings home from school.
- ❖ Supervise the completion of homework and home activities with my child.
- ❖ Set aside a quiet place each evening just for schoolwork.
- ❖ Attend parent/teacher conferences for my child and school functions.
- ❖ Attend at least 1 parent workshop.
- ❖ Volunteer 5 hours per school year.

**Parent/Guardian’s Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student Agreement**

It is important that I work to the best of my ability. Therefore, I will:

- ❖ Come to school each day prepared with pens, pencils, and paper.
- ❖ Treat all members of the school community and their property with respect.
- ❖ Display positive behavior and show respect towards peers and staff.
- ❖ Come to school each day and be in class on time.
- ❖ Always try to do the best that I can.

**Student's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

## Teacher Agreement

It is important that students achieve. Therefore, I will:

- ❖ Provide an enriched and challenging curriculum aligned with the state.
- ❖ Provide appropriate and meaningful homework assignments for students.
- ❖ Keep parents informed of their child's progress on a regular basis.
- ❖ Continue to be lifelong learners knowledgeable of current best practices in the field of education.
- ❖ Support and attend school functions.
- ❖ Serve as role models.
- ❖ Support parents as lifelong learners by providing appropriate resources and learning opportunities.
- ❖ Demonstrate care and concern for each student.
- ❖ Provide an environment conducive to learning.
- ❖ Have high expectations for myself and my students by using methods that work for my classroom.
- ❖ Maintain open lines of effective communication with my students and their parents in order to support student learning.
- ❖ Seek ways to involve parents in school-related activities.

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_