

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2011 - 2012

ISD/RESA: Charlevoix-Emmet ISD

School Name: Northwest Academy

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mr. Matt Saunders

Building Code: 08340

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Northwest Academy
District:	Northwest Academy
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	08340
City:	CHARLEVOIX
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

By the year 2013, Northwest Academy will serve the citizens of Charlevoix, Emmet, and Antrim Counties who seek the Academy's approach to public education from its facility or facilities located within the city limits of Charlevoix. Northwest Academy will house appropriate classrooms for implementing the Academy's academic programming and specially designed classrooms for teaching building trades, auto repair, and the culinary arts. In addition, Northwest Academy will develop space for a black box theatre dedicated to educational and performance experiences in the performing arts.

Northwest Academy will offer an in-house gym and outdoor recreation areas for teaching classes in physical education. After normal school hours, the gym and the outdoor recreation areas will be available to the school population and the community at large through programs developed in collaboration with local community groups that serve the City of Charlevoix.

Northwest Academy will operate its own transportation system for those who live beyond walking distance of the Academy.

Northwest Academy's curriculum will meet and/or surpass the demands of the curriculum mandated by the State of Michigan. Beyond basics, Northwest Academy will offer specialized instruction in applied technology, foreign languages, science and the arts.

Northwest Academy's budget will be sufficient to provide competitive benefits for its staff and salaries such that the Academy will have the luxury of being very selective in the development of its potential employee pool.

Mission Statement

The mission of Northwest Academy is to offer the opportunity for a personal education that exceeds State standards and helps students realize their potential.

Beliefs Statement

1. Northwest Academy values acceptance of and respect for individual differences among students, staff, and volunteers at Northwest Academy.

2. Northwest Academy values the family atmosphere that is characteristic of the environment at Northwest Academy.

3. Northwest Academy values a commitment to class sizes that are measured by a teacher/student ratio of 1:15.

4. Northwest Academy values transparency and public accountability regarding all financial matters associated with the operation of Northwest Academy.

5. Northwest Academy values the fact that every individual has strengths to offer in service to others and believe that those strengths best become apparent through self-discovery.

6. Northwest Academy values the resourcefulness of our staff, our volunteers, and our student population.

Goals

Name	Development Status	Progress Status
Content Area Reading for Relevant Information	Complete	Open
Improve Prompt Writing Scores across content areas	Complete	Open
Math	Complete	Open

Goal 1: Content Area Reading for Relevant Information

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will read and identify relevant information in non-fiction text books and supplemental materials as measured by 70% school wide proficiency on MEAP and MME/ACT data.

Gap Statement: MME/ACT and MEAP scores are not meeting the goal of 100% proficiency by 2014.

2010 MEAP scores indicate:

3rd Grade: 100% proficiency

4th Grade: 100% proficiency

5th Grade: 66% proficiency

6th Grade: 33% proficiency

7th Grade: 100% proficiency

8th Grade: 86% proficiency

Cause for Gap: Large at-risk population, highly transient student population limits usability of accurate and relevant data for instructional strategy selection.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME/ACT scores, DRA assessments, MLPP, and DIBELS.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increase MEAP and MME/ACT test scores by 5% by June 1, 2012.

Contact Name: Phoebe Gohs

List of Objectives:

Name	Objective
Students will perform 100% proficiency on statewide assessments	Increase MEAP and MME/ACT reading test scores by 5% by June 1, 2012 in all grades.

1.1. Objective: Students will perform 100% proficiency on statewide

assessments

Measurable Objective Statement to Support Goal: Increase MEAP and MME/ACT reading test scores by 5% by June 1, 2012 in all grades.

List of Strategies:

Name	Strategy
ELA Teachers will use Article of the Week Program	Staff will implement weekly non-fiction article reading and provide comprehension support through open ended questioning techniques.
Features of Content Texts and Note-Taking Strategies	Teachers will review features of their content texts and explicitly teach note-taking strategies for all students.
Reading Comprehension Assessments	At beginning of the school year, students are tested on reading comprehension and again at each semester as part of ELA Exam.
Reading Tutoring	There will be a one-to-one and small group tutoring program, as appropriate, for grades K-12 to support students to achieve grade level expectations.

1.1.1. Strategy: ELA Teachers will use Article of the Week Program

Strategy Statement: Staff will implement weekly non-fiction article reading and provide comprehension support through open ended questioning techniques.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

"There is clear evidence that reading comprehension instruction is highly beneficial for students of all levels. When teachers explain and model a single comprehension strategy or multiple strategies, as well as provide guided and independent practice with feedback until students begin to use the strategy independently, the

reading levels of middle and high school students improve (e.g. Biancarosa & Snow, 2006; Collins, 1991; Deshler, Ellis, & Lenz, 1996; National Reading Panel, 2000; Rosenshine & Meister, 1996; Schorzman & Cheek, 2004; Stevens, 2003; Wood, Wimne, & Carney, 1995)."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Materials Acquisition	2011-09-01	2012-06-01	7-12 ELA Teacher, K. Rasmussen

1.1.1.1. Activity: Materials Acquisition

Activity Description: Article of the Week Program will be purchased as well as explicit comprehension strategy guides.

Planned staff responsible for implementing activity: 7-12 ELA Teacher, K. Rasmussen

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Article of the Week	General Funds	250.00	

1.1.2. Strategy: Features of Content Texts and Note-Taking Strategies

Strategy Statement: Teachers will review features of their content texts and explicitly teach note-taking strategies for all students.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Other Required Information for Strategy

The National Reading Panel Report (2000) states that direct, explicit instruction is a primary indicator for success in literacy. In fact, a study by Titsworth and Kiewra found that the quality of details in lecture notes accounted for half of the variance in students' final test scores (Titsworth & Kiewra, 19998).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Note Taking Strategies	2011-09-01	2012-06-01	All Core Content area teachers, 3-12

1.1.2.1. Activity: Note Taking Strategies

Activity Type: Professional Development

Activity Description: Staff will attend workshops offering training in the use of specific note-taking strategies.

Planned staff responsible for implementing activity: All Core Content area teachers, 3-12

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Note Taking Strategies PD	General Funds	0.00	

1.1.3. Strategy: Reading Comprehension Assessments

Strategy Statement: At beginning of the school year, students are tested on reading comprehension and again at each semester as part of ELA Exam.

Selected Target Areas

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

Other Required Information for Strategy

The use of data to drive literacy instruction has been well documented, including: NRP 2000, Tompkins 2005, Leslie & Caldwell 2011.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Creation	2011-09-01	2012-06-01	7-12 ELA teacher, K. Rasmussen

1.1.3.1. Activity: Assessment Creation

Activity Description: 7-12 ELA teacher will create Reading Assessments that specifically evaluate reading comprehension.

Planned staff responsible for implementing activity: 7-12 ELA teacher, K. Rasmussen

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assessment creation	General Funds	0.00	

1.1.4. Strategy: Reading Tutoring

Strategy Statement: There will be a one-to-one and small group tutoring program, as appropriate, for grades K-12 to support students to achieve grade level expectations.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

Other Required Information for Strategy

In a meta-analysis conducted by the Americorps tutoring programs, the authors (Moss, Swartz, Obeidahhah, & Green, 2001) examined 68 of their programs that use adult volunteers. The authors concluded that the child who received tutoring scored significantly higher than the child who did not receive tutoring, as measured by the Woodcock-Johnson Reading Test (Moss, et al.,2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Tutoring	2010-09-01	2011-06-03	Phoebe Gohs, Reading Specialist

1.1.4.1. Activity: Tutoring

Activity Description: Struggling students will receive appropriate tutoring services as deemed necessary by classroom teacher in attaining grade level expectations in reading comprehension.

Planned staff responsible for implementing activity: Phoebe Gohs, Reading Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Tutors Salaries	Title I Part A	25,000.00	0.00

Goal 2: Improve Prompt Writing Scores across content areas

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students will improve paragraph writing skills by using details to answer open ended questions across content areas.

Gap Statement: Student scores on Northwest Academy Universal Writing Assessment are 60% proficient

Cause for Gap: Lack of common assessments and prompt writing across content areas; deficiency in writing across content areas and use of brainstorming techniques to generate writing ideas in response to prompts.

Multiple measures/sources of data you used to identify this gap in student achievement: Northwest Academy's Universal Writing Assessment, longitudinal MEAP data, and MME/ACT test scores.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 5% test score increase according to the Northwest Academy Universal Writing Assessment.

Contact Name: Kris Rasmussen

List of Objectives:

Name	Objective
Increase Writing Prompt Scores by 5% by June 1,	5% test score increase scores according to the Northwest Academy Universal Writing Assessment.

2.1. Objective: Increase Writing Prompt Scores by 5% by June 1,

Measurable Objective Statement to Support Goal: 5% test score increase scores according to the Northwest Academy Universal Writing Assessment.

List of Strategies:

Name	Strategy
All core content area teachers will model paragraph	Core content teachers will teach and model appropriate, detailed paragraphs in each subject area using Write to Learn and open ended question prompts.
Quick-Writes	To encourage students to brainstorm and consider multiple perspectives on a topic, core content teachers will model and provide multiple opportunities for brainstorming.
Semi-Monthly Writing Prompts	Students will write personal narrative monthly journal entries based on teacher created prompts.

2.1.1. Strategy: All core content area teachers will model paragraph

Strategy Statement: Core content teachers will teach and model appropriate, detailed paragraphs in each subject area using Write to Learn and open ended question prompts.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

"[Content] teachers, can help students learn to write high-quality refutational texts (and to learn more content as part of the process) by using writing prompts coupled with analytical rubrics that provide students with feedback about their performance and teachers with insight about what students can and cannot do.

A well-designed writing task essentially has three critical attributes:

- * it provides an authentic purpose for writing;

- * it motivates students to want to write; and

- * it helps students plan and structure their writing (Turner and Broemmel 2006)."-Amy Dlugokiensk; Victor Sampson; Learning to Write and Writing to Learn in Science; Science Scope 32

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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Core Content Collaboration	2010-09-01	2011-06-03	All core content area teachers: Kurt Grangood, Brooke Zuluski, Kris Rasmussen, Shelly Brya; Matt Saunders, CAO
Professional Development on Northwest Academy Universal	2010-09-01	2010-09-01	Kris Rasmussen, ELA Department Head; Matt Saunders, CAO

2.1.1.1. Activity: Core Content Collaboration

Activity Description: Weekly staff meetings will provide opportunities for core content collaboration and the implementation of prompt writing.

Planned staff responsible for implementing activity: All core content area teachers: Kurt Grangood, Brooke Zulski, Kris Rasmussen, Shelly Brya; Matt Saunders, CAO

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	General Funds	0.00	0.00

2.1.1.2. Activity: Professional Development on Northwest Academy Universal

Activity Description: To develop the Universal Writing Rubric and plan its implementation.

Planned staff responsible for implementing activity: Kris Rasmussen, ELA Department Head; Matt Saunders, CAO

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2010-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	General Funds	0.00	0.00

2.1.2. Strategy: Quick-Writes

Strategy Statement: To encourage students to brainstorm and consider multiple perspectives on a topic, core content teachers will model and provide multiple opportunities for brainstorming.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating

assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

"Good writers use metacognitive knowledge to organize, plan, revise, and monitor the writing process. They can generate ideas and themes into organized text structures to produce coherent compositions. (Englert & Mariage, 2003). The use of quickwrites will work to develop this idea generation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer, collect, and record quickwrites.	2011-09-01	2012-06-01	Phoebe Gohs, Shelly Brya, Brooke Zulski, Matt Saunders, Kurt Grangood, Kris Rasmussen
Purchase Quick-Write Notebooks	2011-08-01	2011-09-02	Matt Saunders, CAO

2.1.2.1. Activity: Administer, collect, and record quickwrites.

Activity Description: Core content area teachers will administer, collect, and record quick-writes and Quick-Write Notebooks twice per month.

Planned staff responsible for implementing activity: Phoebe Gohs, Shelly Brya, Brooke Zulski, Matt Saunders, Kurt Grangood, Kris Rasmussen

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Quick-Write Notebooks	General Funds	200.00	

2.1.2.2. Activity: Purchase Quick-Write Notebooks

Activity Description: Quick-write notebooks will be purchased for each student in each content area. They will be maintained in a designated storage area for teachers to access as necessary.

Planned staff responsible for implementing activity: Matt Saunders, CAO

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-09-02

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Quick Write Notebooks	General Funds	300.00	

2.1.3. Strategy: Semi-Monthly Writing Prompts

Strategy Statement: Students will write personal narrative monthly journal entries based on teacher created prompts.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

Other Required Information for Strategy

"It has long been posited ... that reflection is an integral part of one's teaching practice and as well as a beneficial learning tool for students (Andrusyszyn &avie, 1997; Brookfield, 1995; Conrad &Donaldson, 2004; Kerka, 1996; Sch6n, 1987; Stein, 2000)." -Five Perspectives on Reflective Journalism; 2006

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Core Content teachers will administer, collect, and record	2010-09-01	2011-06-03	Core Content Teachers: Kurt Grangood, Kris Rasmussen, Shelly Brya; Matt Saunders, CAO

2.1.3.1. Activity: Core Content teachers will administer, collect, and record

Activity Description: Administer, collect, and record prompt writing based on High School Content Area topics.

Planned staff responsible for implementing activity: Core Content Teachers: Kurt Grangood, Kris Rasmussen, Shelly Brya; Matt Saunders, CAO

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	General Funds	0.00	0.00

Goal 3: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will increase test scores on the Northwest Academy Fraction Assessment by 5% by June 5, 2012, based on September and June administration of the NWA Fraction Assessment.

Gap Statement: Based on classroom common assessments, students regularly score lower in fraction related problems. Based on other math content, student fraction scores do not align with other proficiencies.

Cause for Gap: Lack of consistency in math teachers; Inherent abstract nature of fraction work are causes of this gap.

Multiple measures/sources of data you used to identify this gap in student achievement: Disaggregation of MEAP, MME, Common Classroom Assessments, and SVSU final assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 5% increase of individual scores on the Northwest Academy Fraction Assessment.

Contact Name: Brooke Zulski

List of Objectives:

Name	Objective
Increase Fraction Success	From September to June, increase individual test scores by 5% on the Northwest Academy Fraction Assessment by June 5, 2012.

3.1. Objective: Increase Fraction Success

Measurable Objective Statement to Support Goal: From September to June, increase individual test scores by 5% on the Northwest Academy Fraction Assessment by June 5, 2012.

List of Strategies:

Name	Strategy
Fraction Fridays	All math teachers will spend a minimum of 15 minutes of instructional time every friday to teach specific grade level or developmentally appropriate fraction concepts in grades K-12.
Math Tutoring	There will be a one-to-one and small group tutoring program, as appropriate, for grades K-12 to support students in achieving grade level expectations.
Northwest Academy Fraction Assessment	Teachers will assess students in grades K-12 in fractions using the NWA Fraction Assessment created for the appropriate grade level.

3.1.1. Strategy: Fraction Fridays

Strategy Statement: All math teachers will spend a minimum of 15 minutes of instructional time every friday to teach specific grade level or developmentally appropriate fraction concepts in grades K-12.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

Both the National Council of Teachers of Mathematics and the National Association for the Education of Young Children recognize that well-designed opportunity to learn mathematics can help improve

mathematics achievement of students from low-income families.(Wang, 2009)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Acquire fraction based manipulatives	2011-09-01	2012-06-01	Brooke Zulski, Math Department Head

3.1.1.1. Activity: Acquire fraction based manipulatives

Activity Description: Staff will research grade appropriate manipulatives and purchase materials that will address assessed needs of students in grades 7-12.

Planned staff responsible for implementing activity: Brooke Zulski, Math Department Head

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Fraction Manipulatives	Title I Part A	500.00	

3.1.2. Strategy: Math Tutoring

Strategy Statement: There will be a one-to-one and small group tutoring program, as appropriate, for grades K-12 to support students in achieving grade level expectations.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and

focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

Other Required Information for Strategy

In a meta-analysis conducted by the Americorps tutoring programs, the authors (Moss, Swartz, Obeidahhah, & Green, 2001) examined 68 of their programs that use adult volunteers. The authors concluded that the child who received tutoring scored significantly higher than the child who did not receive tutoring, as measured by the Woodcock-Johnson Reading Test. (Moss, et al., 2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Tutoring	2011-09-01	2012-06-01	Phoebe Gohs, Title I Coordinator

3.1.2.1. Activity: Tutoring

Activity Description: Struggling students will receive appropriate tutoring services as deemed necessary by classroom teacher in attaining grade level expectations in math.

Planned staff responsible for implementing activity: Phoebe Gohs, Title I Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Tutor Salaries	Title I Part A	25,000.00	

3.1.3. Strategy: Northwest Academy Fraction Assessment

Strategy Statement: Teachers will assess students in grades K-12 in fractions using the NWA Fraction Assessment created for the appropriate grade level.

Selected Target Areas

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Other Required Information for Strategy

Instruction that is based on assessed needs is well documented throughout research literature. (NRP, 2000, Wang, 2009)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Create Northwest Academy Fraction Assessment	2011-08-01	2011-09-01	Elementary and High School Math Department Heads.

3.1.3.1. Activity: Create Northwest Academy Fraction Assessment

Activity Description: Create an appropriate assessment of fraction knowledge based on Michigan's Grade Level Content Expectations and High School Content Expectations.

Planned staff responsible for implementing activity: Elementary and High School Math Department Heads.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
NWA Fraction Assessment	General Funds	0.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$750.00	\$0.00
Title I Part A	\$50,500.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

In collaboration with all staff, the CNA was completed through a series of meetings wherein all staff worked to find a consensus of appropriate responses.

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

Homeroom or general ed classroom teachers are asked to refer students to a selected group of teachers to review assessment data related to student's area of need; i.e. DRA assessments, MLPP assessments, common Math assessments and MEAP results to determine individual and collective student need.

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

Grades K-5 use DRA Assessments to determine reading level and Literacy Progress is monitored via MLPP assessments for all students. When need is identified, QRI assessments are used to identify specific areas of need in learning to read.

Grades 6-12 are assessed when General Ed teachers identify need using the QRI miscue analysis.

All grades 3-12 are assessed quarterly using Common Assessments in Math developed by SVSU based on Michigan's GLCE/HSCEs.

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

K-2 Students are referred to the Title I Coordinator by general ed teachers when assistance is deemed appropriate.

Services for Eligible Students

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

Incorporated into Existing School Program Planning

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

Assessment data for the whole school is used for the school Comprehensive Needs Assessment. This data is then subdivided to analyze the efficacy of the Title I program with the School Improvement Team. As goals are developed for the SIP, individual strategies are developed and implemented to be a part of the Title I program, targeting at risk students as defined by Title I guidelines.

Instructional Strategies

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

Title I and Regular Education Coordination

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

Title I services are generated by a team which includes the regular education teacher, Title I teacher, and Reading Specialist. The regular education teacher communicates the curricular goals for every student in his or her classroom while helping to identify specific areas of need. As a team, instructional strategies are developed to help the identified student succeed in the regular curriculum. The majority of Title I support occurs within the regular education setting, using materials that are used in the regular education setting with specific purposes and goals for the individual student.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Northwest Academy curriculum is delivered through pacing guides that include all content expectations for each subject throughout the school year. This alignment will support our teachers as they work to provide Math, Reading, and Writing instruction as described in our goals by coordinating the School Improvement work with students' regular class work.

At organizational meetings in August, all staff review their current pacing guides and are provided time to begin planning. Teachers are directed at this time to maintain notes for what worked or needed to be changed as they work through the school year. In May, a Professional Development day is spent with staff members as they revise their curriculum based on the notes they have taken throughout the year.

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

Stakeholders meet periodically during the school year to receive input.

Instruction by Highly Qualified Professional Staff

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

All faculty are highly qualified teachers and paraprofessionals as defined by the NCLB legislation.

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

Northwest Academy provides all families with a Parent-School compact that is reviewed each year and handed out to families at our Back-to-School Picnic at the beginning of the school year. Parents surveys are completed and gathered through google documents and hard copies are mailed to those families without internet access. Student surveys are also implemented and gathered through google documents, and hard copies provided to students during school hours and send home with regular school newsletters.

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

2a. Design

Parents volunteer to help with projects based on parent area of interest or skills. Parents are included in decision making teams such as School Improvement Plan Team and behavior management support.

2b. Implementation

Parent volunteers head up different committees following their area of interest. Committee chairpersons assign work details for the different responsibilities needed for different programs.

2c. Evaluation

Success of our program is evaluated by the level of response from parents in our survey data and through parent input in the School Improvement Plan Team.

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

Parents are provided with quarterly progress reports as well as having continuous access to our PowerSchool portal including assignments or grades. When parents have concerns, teachers are available to parents before and after school, as well as during prep hours, every day. Parents also communicate with teachers via e-mail and can message teachers through the PowerSchool portal.

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

Identified Title I students received additional help in the classroom through Push-In services with the Title I teacher. Additional assistance was provided as one to one tutoring with individual students by the Title I.

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

Parent involvement components are evaluated through the acquisition and analysis of Parent Survey data.

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

After an analysis of Parent survey data, adjustments are made each year to our Parent involvement plan according to prevalent parent concerns or suggestions. These changes are then implemented in the next school year.

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

Supporting Documentation section.

Preschool Transition Strategies

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

Not applicable.

Alternative Measures of Assessment

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

Northwest Academy works with our chartering university, Saginaw Valley State University, to develop common assessments to measure student achievement. Alternative methods of assessment include portfolios and project based learning to demonstrate proficiency.

Coordination of Title I, Part A and Other Resources

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

LSCI Training for all staff and recertification provided 2010-2011 through Char-Em ISD, Love and Logic Parent and Teacher book study program, Poverty Alliance and Housing assistance program through Char-Em ISD are coordinated through Northwest Academy and the local ISD to provide services for at-risk students.

Ongoing Review of Eligible Student Progress

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

All students are assessed quarterly using DRA, DIBELS, and MLPP assessments, as well as common Math assessments. Students in the Title I program are reviewed by the selected teacher team to determine their continuation in the program.

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

Student performance on GLCE/HSCE based assessments drive the instruction provided by our Title I teacher during one to one tutoring time.

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

Longitudinal data is gathered to monitor student progress through the program. This data is analyzed annually then changes are made in the program to address the specific needs of our changing student population.

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

Consistent areas of need in our students will be identified through the Comprehensive Needs Assessment of the SIP, then goals are written to address these areas of need, with Activities that include Professional Development opportunities for all faculty to ensure research based instructional strategies are used appropriately in the classroom or during tutoring programs with students.

Effective Use of Technology

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

Northwest Academy has doubled its lab size and made available on-line learning to all its students. Presently 85% of high school students have on-line courses. All elementary students have an on-line experience and we are implementing an on-line Spanish program to all elementary students for the 2009-2010 school year.

Evaluation of the School Improvement Plan

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

Through meetings with the School Improvement Team and a series of staff meetings, data regarding the effectiveness of our school improvement goals and strategies is reviewed. Effective strategies are kept, while ineffective strategies are deleted and new strategies are included. All staff are involved in goal development, with the Department Head guidance for Reading, Writing, and Math in goal creation.

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

Stakeholders use meetings, newsletters, and news articles to provide needed information.

Building Level Decision-Making

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

Stakeholders meet during the school year.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *Hazing, Bully Prevention Board Policies; Student Handbook*

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

Response: *Yes*

Comments: *All staff training in LSCI, multiple workshops offered through Char-Em regarding classroom management.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No, but use a health education curriculum*

Comments: *This is in the process of Board Approval.*

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments: *N/A There is no lunch program offered.*

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

Response: *No*

Comments: *No lunch program.*

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

Response: *No*

Comments: *No lunch program*

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

Response: *No*

Comments: *No lunch program*

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

Response: *No*

Comments:

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

Response: *No Written Policy*

Comments: *This is currently under review of the School Board*

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments: *No school health staff*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments: *As part of Title I program: Teacher-Student-Parent Compact*

31. Our school has a parent education program.

Response: *No*

Comments: *Will begin implementaion in 2011-2012 school year.*

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments: *Weekly dance program offered in the building.*

Special Education

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Technology

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Professional Development on the use of Smart Boards; Computer Lab use; Student Laptop program.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Seat Time Waiver; In class Laptop use; Its Learning Courses; Project Based Learning*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Gary	Stutzman	Teacher	gstutzman@nwa.edu
Mrs.	Phoebe	Gohs	Curriculum Director/ Titl	pgohs@nwa.edu
Mr.	Matthew	Saunders	CAO	msaunders@nwa.edu

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	School Administrator
Address:	115 Hurlbut, Charlevoix, MI 49720
Telephone Number:	231-547-9000

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

Northwest Academy PARENT INVOLVEMENT POLICY

Northwest Academy believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Northwest Academy believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

Northwest Academy Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to:
 - strategies/reinforcing learning at home, discipline and understanding cultural differences;
 - valuing diversity and the need for equity in each child's learning;
 - participating in site-based leadership and decision making;
 - volunteering in their children's schools; and supporting and engaging in developing partnerships within our community.

Northwest Academy Parent Involvement Board Policy

The School Board/Board of Directors respects parents as the primary decision makers for their children's education and believes that schools and families must work together for the education of students. Further the board believes that meaningful parent/family involvement is critical to success for all students. To ensure that the interests of parents and the educational needs of students are identified and served, schools must develop collaborative relationships between home and school. When teachers and parents communicate and share similar high and realistic expectations for student achievement and behavior, students can be expected to learn more and perform better in school.

The board directs the CAO to require the school leadership team to develop, implement, and maintain an effective parent/family involvement program appropriate to the interests of its families and the needs of its students.

To support the development of partnerships between home and school, each school's parent/family involvement program must include practices which:

1. Create two-way communication with all families;
2. Offer a variety of volunteer opportunities which respect the differing needs of families;
3. Provide parents information necessary to enhance learning at home; and
4. Involve parents and educators in joint decision-making that affects student learning, including but not limited to the development of school learning plans.

Each program will:

1. Identify specific measurable goals;
2. Create permanent structures to support involvement;
3. Demonstrate a long-term commitment to involvement;
4. Have explicit connections to learning plan goals; and
5. Contain a variety of involvement practices to reach out to diverse families.

Additionally, it is recommended that schools offer educational programs responsive to the needs of families, and that they link parents with services in the community that provide support for student success.

Parent/family involvement programs will be evaluated and reviewed on the same cycle as school Improvement plans. Each school's parent involvement program will identify indicators of success unique to its program including the spring climate survey.

Northwest Academy
Parent-Student-Teacher/Staff Compact*
“A Promise of Commitment”

Student Name _____ Grade _____ Year _____

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- Strive to send a well-nourished, well-rested, well-loved child to school each day.
- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Listen to both sides of an issue before rendering a judgment.
- Stay aware of what my child is learning and encourage him/her to do their best.
- Initiate ongoing communication with my child’s teacher and school.
- Attend all parent/teacher/student conferences and other school functions.
- Establish a time at home for sharing daily school experiences and doing homework.
- Read with my child and/or let him/her see me read.
- Exhibit positive behavior around my child, reinforce my child’s positive behavior.
- Volunteer 10 hours a year.
- Personal goals: _____

Parent/Guardian: _____

Date: _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- Come to school and be in class on time.
 - Have my homework and assignments completed and turned in on time.
 - Have the supplies I need and be ready for each class.
 - Always work to the best of my ability.
 - Show respect for myself, my school, the teachers/staff, and other students.
 - Follow all school rules.
 - Do my part in keeping my school clean and safe.
 - Set a regular time and place each night to complete my homework.
 - Believe in myself, and believe that I can learn and will learn.
 - Personal goals: _____
-

Student: _____ Date: _____

Teacher/Staff Agreement

Students must be given the opportunity to succeed. We will do our best in assisting your child to reach the school's vision. Therefore, we will do the following:

- Be prepared and ready for class on time.
- Provide the students with a quality curriculum.
- Provide an environment conducive to learning.
- Maintain open lines of communication with students and parents
- Have high expectations of our students and ourselves by using techniques that work for the classroom.
- Help discover your child's learning style.
- Make efficient use of academic time.
- Display positive behavior towards peers, staff, teachers, visitors, and administrators.
- Demonstrate care and concern for each student.

Teacher/Staff: _____ Date: _____