

Windover High School

2010-2011 ANNUAL REPORT

Greg Armstead, Principal

Principal's Greeting/Message

8/13/2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Windover High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Greg Armstead, Interim Principal of Windover High School for assistance.

The AER is available for you to review electronically by visiting the following web site www.windover.org or you may review a copy from the Principal's office at Windover High School. State law requires that we also report additional information that is found in this document in the subsequent pages.

This year Windover High School is identified for restructuring because we did not make adequate yearly progress in math, and we failed to test the mandatory 95% of the students that were eligible to take the Michigan Merit Exam for the 2010/2011 school year.

Over the last three years the staff at Windover has made many changes and improvements to our program that has led to success in the areas of academics. In 2008 our test scores improved enough to achieve "Safe Harbor" in both English and math, and we made AYP in math by 2009. In 2010 we made AYP in both math and English, but we failed to in graduation rate. This year we find ourselves placed in Phase 7 of the No Child Left Behind Act because of our math scores and percentage of students tested. In response to these test findings we will assign a new testing supervisor to oversee every detail of our testing cycle, and we have changed the way we determine which students are ready to take the MME. We are determined to win our struggle NCLB, AYP and success on the Michigan Merit Exam.

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Description of the School

Windover High School is an alternative education Public School Academy. For some students a traditional high school just does not work. At Windover we recognize, accept, and respect individual differences. Our students and staff work together toward the common goal of an education that leads to a high school diploma. We focus on smaller class sized and a more self-paced learning environment that uses a variety of teaching methods to engage our students.

We also offer an outstanding Enterprise Department that includes courses in Culinary Arts and Graphic Design. In these classes students explore their own creativity as they develop specific job skills.

Our environment and methods may be different, but our standards are still high. Academic achievement is a requirement for graduation, and we will not short-change our students by lowering our expectations. Full-accredited, experienced teachers provide structured courses in every required core curriculum area expected by the State of Michigan for high school completion.

Process for Assigning Pupils to the School

We are a Public School Academy. We are chartered through the Midland County Educational Services Agency (MCESA) located in Midland, Michigan. As such we are both a school and a school district. Our charter allows us to accept students for every district that is serviced by MCESA and every district that service area.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on our website at www.windover.org. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Increased Parental Involvement			
<ul style="list-style-type: none"> • Staff and parents will require development activities and opportunities 		In Progress	
Effective Authentic Writing			
<ul style="list-style-type: none"> • Students will demonstrate 70% proficiency on persuasive writing assessments by the time they complete English 11. 		In Progress	
Our students will increase Social Studies test scores by at least 10%.			
<ul style="list-style-type: none"> • Windover students will demonstrate a 10% increase in Social Studies proficiency on the MME on the 2011 MME when compared to the 2010 MME. 		In Progress	
All students enrolled in Science classes at Windover High School will be college and career ready.			
<ul style="list-style-type: none"> • Students will pass science courses with a minimum of 60% accuracy. 		In Progress	
All Windover students will be proficient in mathematics			
<ul style="list-style-type: none"> • Students will be able to complete in-class assignments and unit assessments in Algebra and Geometry with a minimum of 60% accuracy. 		In Progress	

Core Curriculum Status

A copy of the Core Curriculum will be available at www.windover.org.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize a wide range of literature, short stories and supplemental reading material in our ELA curriculum:

To Kill A Mockingbird
The Contender
Tuesdays with Morrie
Night
Lord of the Flies
Fahrenheit 451
Canterbury Tales
Beowulf
Great Gatsby(maybe)
Frankenstein
Heart of Darkness
War of the Worlds (maybe)
Animal Farm

The Yellow Wallpaper
The Lottery
The Most Dangerous Game
The Necklace
The Gift of the Magi
Lady or the Tiger
The Crucible
Oedipus the King (maybe)

Independent Reading selections from various genres

READ magazine articles, essays, and stories

The Gettysburg Address, I Have a Dream speech

This list is not all inclusive, but is a good representation.

We also use the Write for College Student Handbook, published by Writers Inc. as a reference.

Research-based Instructional: The following strategies that are used in the ELA curriculum are support in research by Marzano:

1. Comparison/Contrasting: identifying similarities and differences using comparing, classifying, analogies, and metaphors/similes;
a lesson would include modeling, verbal instructions, graphic organizer, guided practice and independent practice
2. Summarizing/Note-Taking: I teach specific note-taking skills, using graphic organizers and note-taking guides/fill-in structures. The focus is close and critical reading, identifying the important info or concepts, and then putting into your own words (synthesizing). Verbatim note-taking is ineffective and avoided.
3. Recognition of Effort + Organization: Students know what is expected. (Week at a Glance posted on board)
Fair and credible evaluations are used. (rubrics)
Curriculum is geared to standards. (skill cards)
Student responsibility for work is emphasized. (students maintain weekly planner with reflection section)
Results are fixed, time varies. (rubrics, opportunities for revision)
Recognition of accomplishment is utilized. (verbal praise, posting of quality work, publishing in Windover Weekly, token prizes
(food), privileges)
4. Practice: (in other schools known as homework) reading and writing "workshop" time provided in class for independent and partner practice of skills
5. Non-Linguistic Representations: vocabulary assignments (weekly) include the requirement to draw a symbol/logo/picture of the term, posters, models, collages, "can you see it, can you draw it" activities, comic strips, brochures, graphic organizers, etc.
6. Cooperative Learning: manageable group sizes, explicit rubrics and division of workload, literature circles, project-base learning
7. Advance cues/questions: pre-reading strategies and writing assignments, advance organizers (i.e. guided reading questions-go over questions before reading, read and answer as you go along, utilize answers to formulate interpretive question responses.)
Includes note-taking formats/graphic organizers provided by teacher, journal entries/quick writes, quote examination.
Strategies
such as KWL (know, would like to know, learned), SQ3R(survey, question, read, recite, review)

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the McDougal Littell Concepts and Skills series of text books as a major guide in our math curriculum in the areas of Algebra I, Algebra II, and Geometry. The Concepts and Skills series was written by Ron Larson, professor of mathematics at Penn State University; Laurie Boswell, a math teacher and recipient of the Presidential Award of Excellence in Mathematics Teaching; Timothy Kanold is a superintendent in Illinois, and is the recipient of the Presidential Award for Excellence in Mathematics and Science Teaching; and Lee Stiff, a professor of mathematics education in the College of Education and Psychology of North Carolina State University, and is a recipient of the W.W. Rankin Award for Excellence in Mathematics Education. The material was also reviewed by a panel of Michigan educators to ensure it aligns with Michigan standards. The McDougal Littell series of text books were reviewed and accepted by the Windover Board of Directors in 2007. The material is in alignment with the Michigan Merit Curriculum.

Remedial math needs are met using the Number Power series of text books, published by Contemporary Books. Business Math, 15th Edition, by Thomson South-Western, is the text book used to instruct our business math component.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize the Prentice Hall series of science text books in that core area. The Biology text book was verified by research conducted by Kenneth R. Miller, Ph.D, Professor of Biology at Brown University; and Joseph S. Levine Ph.D from Harvard University. The Chemistry text book was verified by research conducted by Antony Wibraham, Ph.D.; Dennis D. Staley, an Instructor in the Department of Chemistry and the office of Science and Math Education at Southern Illinois University at Edwardsville, Illinois; Michael S. Matta, Ph.D. and former professor of chemistry at Southern Illinois University at Dewardsville, Illinois; and Edward I. Waterman, an advanced placement chemistry and organic and biochemistry at Rocky Mountain High School in Fort Collins, Colorado.

The Science curriculum was last approved by our local Board of Education in 2008.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize the Prentice Hall Michigan version of the World History test book, the History Alive series by Teacher’s Curriculum Institute and the Economics Today & Tomorrow series by Glencoe. The Prentice Hall books were verified by research conducted by Elisabeth Gaynor Ellis, MS from Columbia University, and Anthony Esler is an emeritus professor of history at the College of William and Mary in Williamsburg, Virginia. The History Alive text book has been verified by research conducted by the Teachers’ Curriculum Institute in Palo Alto, California. The Economics Today & Tomorrow text was verified by research conducted by Roger L. Miller, Ph.D and Phi Beta Kappa from University of California at Berkeley. He was a Woodrow Wilson Honor Fellow, National Science Foundation Fellow, and Lilly Honor Fellow at the University of Chicago; Dr. Miller has taught at University of Washington, the University of Miami and Clemson University.

The Social Studies curriculum was last approved by our local Board of Education in 2007.

Local Assessment Data

Windover High School process of program revision and review begins with the identification of student needs based on detailed analyses of multiple school wide data that include: MEAP, MME, NWEA, Common Assessments, student credits and other information deemed valuable and available in the students’ CA-60. These data are used to continuously identify our at-risk students as they enter and progress through our alternative high school setting, and to develop strategies to meet their academic needs in the four core academic subject areas.

Because Windover High School is an alternative high school, all of our students come to us already having met failure and chronic absenteeism within an academic setting. Parents are consulted and informed of their students’ academic performance on standardized tests at orientation and parent teacher conferences, parent meetings and via mail and telephone. Parents are consulted and informed of student academic progress by report card and progress report, if a course grade is below a C-.

As indicated in Table 1, an analyses and review of student performance on 8th grade MEAP testing demonstrates that more than half of our students enter our program with serious deficits in basic skills.

Table 1
8th Grade MEAP Data Found During Routine Records Review of New Students: Fall 2010

This data shows that the majority of our students entered high school behind in both reading and math skills.

Subject	Scored 1 – 2 Passing Scores	Scored 3 -4 Failing Scores
Reading	49.4%	50.6%
Mathematics	46%	54%

Tables 2a & 2b

Analysis of tables 2a and 2b showing the two year data collection concerning NWEA results suggests an upwards shift in Reading scores; however, math results are mixed

2a: NWEA Spring 2010 Test Results of Windover Students Compared to National Percentiles

Subject	0% - 9%	10% - 24%	24% - 49%	Above 50%
Reading	34%	30%	15%	21%
Mathematics	20%	44%	31%	5%

2b: NWEA Spring 2011 Test Results of Windover Students Compared to National Percentiles

Subject	0% - 9%	10% - 24%	24% - 49%	Above 50%
Reading	25%	29%	12.5%	34%
Mathematics	34%	34%	20%	12%

Tables 3a & 3b

These tables allow a comparison of the last two years of GPA data for end of year analysis. This data reveals an upward trend in overall student achievement between the 2009-2010 school year and the 2010-2011 school year.

3a: Number and Percent of 2009-2010 Current Students, Graduates and Those Who Dropped by GPAs

GPA	0.0 - 0.5		0.51 - 1.0		1.01 - 1.5		1.51 - 2.0		> 2.1		Total
	#	%	#	%	#	%	#	%	#	%	#
Current Students	15	18%	23	28%	25	30%	9	11%	10	12%	82
Graduates 2009-10	5	14%	7	20%	9	26%	7	20%	7	20%	35
Dropped 2009-10	7	18%	8	21%	14	36%	3	8%	7	18%	39

Table 3b

3b: Number and percent of 2010-2011 Current Students, Graduates and Those Who Dropped by GPAs

	0.0 - 0.5		0.51 - 1.0		1.01 - 1.5		1.51 - 2.0		> 2.01		Total
	#	%	#	%	#	%	#	%	#	%	#
Current Students	2	3%	8	11%	21	30%	21	30%	18	26%	70
Graduates 2010-11	0	0%	0	0%	6	17%	13	36%	17	47%	36
Dropped 2010-11	7	17%	15	37%	9	23%	6	15%	3	8%	40

Table 4 shows a longitudinal study/comparison of the average ACT scores of Windover students and the State averages in each core academic area from the years of 2007,2008,2009,2010 and 2011. An analysis of these scores shows that the number of students being tested has increased a great deal since 2007, and that our ACT scores remain behind the state average. The conclusion reached is that we are testing students before they have become proficient in the core academic areas.

Table 4

ACT Average Scores Report for Windover High School						
SPRING 2007						
	# Tested	English	Reading	Mathematics	Science	Composite
District	2	18.5	18	17	22.5	19.5
State	78,135	20.7	21.8	21.3	21.7	21.5
Difference		- 2.2	- 3.8	- 4.3	+ .8	- 2
SPRING 2008						
	# Tested	English	Reading	Mathematics	Science	Composite
District	22	12.5	15.9	15.1	14.7	14.7
State	123,918	18.7	19.8	19.5	19.9	19.6
Difference		- 6.2	- 3.9	- 4.4	- 5.2	- 5.6
SPRING 2009						
	# Tested	English	Reading	Mathematics	Science	Composite
District	28	14.4	15.5	17	17.9	16.3
State	121,982	18.6	19.6	19.6	20.1	19.6
Difference		- 4.2	- 4.3	- 2.6	- 2.2	- 3.3
SPRING 2010						
	# Tested	English	Reading	Mathematics	Science	Composite
District	27	12.4	14.1	15.5	16.5	14.7
State	120,930	18.9	19.7	19.7	19.9	19.7
Difference		- 6.2	- 5.6	- 4.2	- 3.4	- 5
SPRING 2011						
	# Tested	English	Reading	Mathematics	Science	Composite
District	34	14	15.9	15.7	16.9	15.6
State	116,823	19.3	20.1	19.9	20.3	20
Difference		- 5.3	- 4.2	- 4.2	- 3.4	- 4.4

Table 5 presents a longitudinal study concerning the percent of Windover students determined to be college ready by their performance on the Spring 2008, 2009, 2010 and 2011 ACTs. As these data indicate, the percent of students who are college ready is small and quite different in comparison to the State percentages. Analysis of the data supports the theory that Windover students have not yet mastered the core subjects before the testing cycle in the 11th grade.

Table 5

College Ready* Report for Windover High School					
SPRING 2008					
Entity	Percent** College Ready in...				
	English	Reading	Mathematics	Science	All Subjects
District	26.1	13.0	8.7	4.3	0.0
State	47.7	35.1	26.8	20.2	14.8
Difference	-21.6	-22.1	-18.1	-15.9	-14.8
SPRING 2009					
Entity	Percent** College Ready in...				
	English	Reading	Mathematics	Science	All Subjects
District	11.5	7.7	3.8	0.0	0.0
State	50.3	34.5	28.8	21.6	14.9
Difference	-38.8	-26.8	-25.0	-21.6	-14.9
SPRING 2010					
Entity	Percent** College Ready in...				
	English	Social Science	Mathematics	Science	All Subjects
District	11	7	4	0	0.0
State	56	40	33	25	19
Difference	-45	-33	-29	-25	-19
SPRING 2011					
Entity	Percent** College Ready in...				
	English	Social Science	Mathematics	Science	All Subjects
District	21	15	3	3	0.0
State	58	44	35	26	20
Difference	-37	-29	-32	-23	-20

* Based on ACT college ready benchmarks (18 in English, 21 in Reading, 22 in Mathematics, and 24 in Science)

** Based only on students with college-reportable ACT scores.

Table 6

Table 6 presents the results from the 6 Minute Solution data gathered from ELA students concerning reading fluency. The data indicates that student show a significant degree of improvement in the last trimester of the 2010-2011 school year.

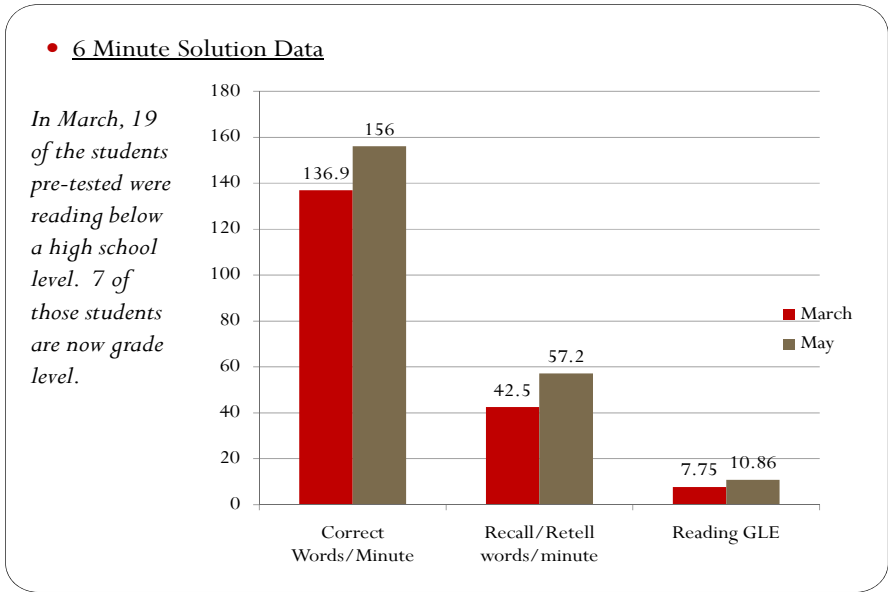


Table 7

Table 7 represents a two year longitudinal study of the impact the ELA program is having on reading comprehension. According to the data students are gaining in the area of reading comprehension at close to the same levels over the two year period. The gains in the first year were 11% in 09-10 and 14% in 10-11.

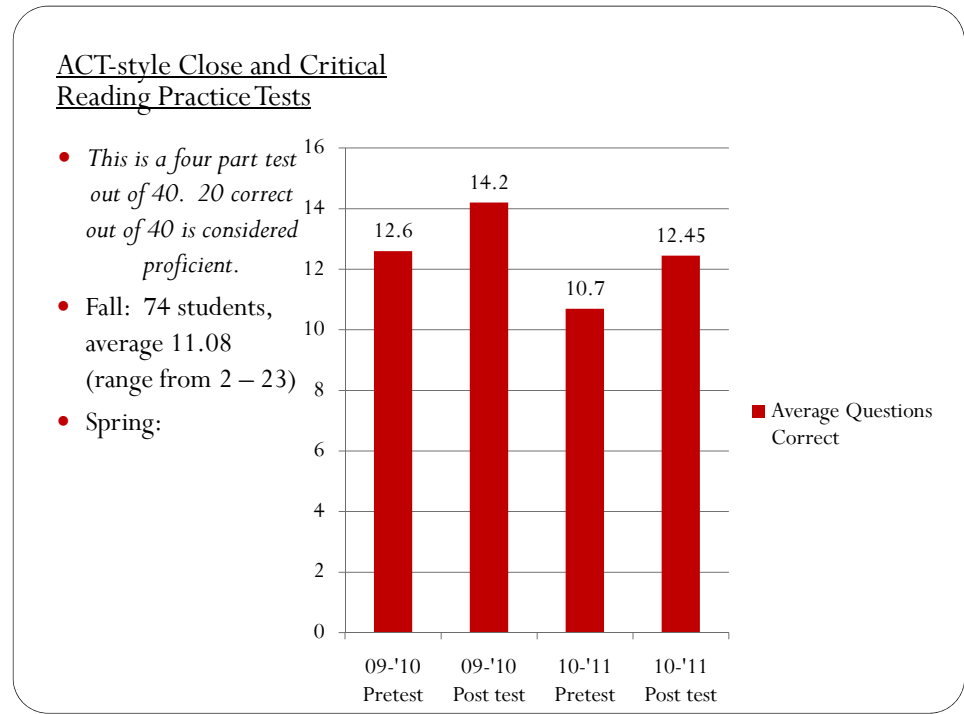


Table 8

Table represents a four year longitudinal study of student achievement in the area of ELA using MME data. The MME data shows that student achievement took a dip in 2008-2009 but rebounded and moved beyond the prior three years.

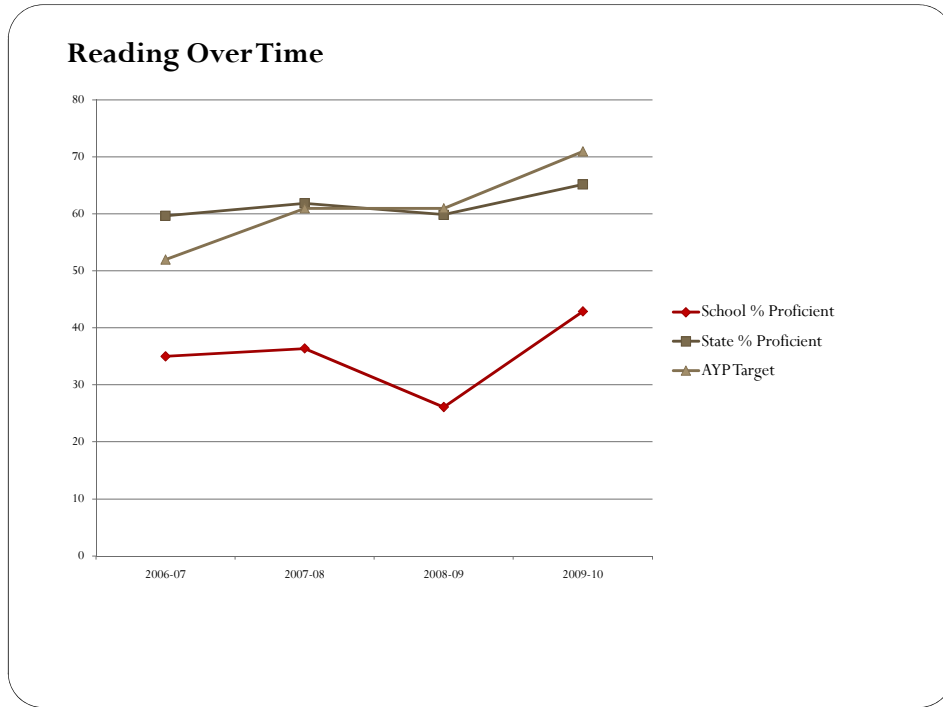


Table 9

Table 8 represents a longitudinal study of reading achievement over a four year period based on demographic data. According to the data the greatest gains are being made by the girls and special needs student population. All demographic areas are making similar gains, but the boys are lagging behind the rest of the population, and also show the most radical swings.

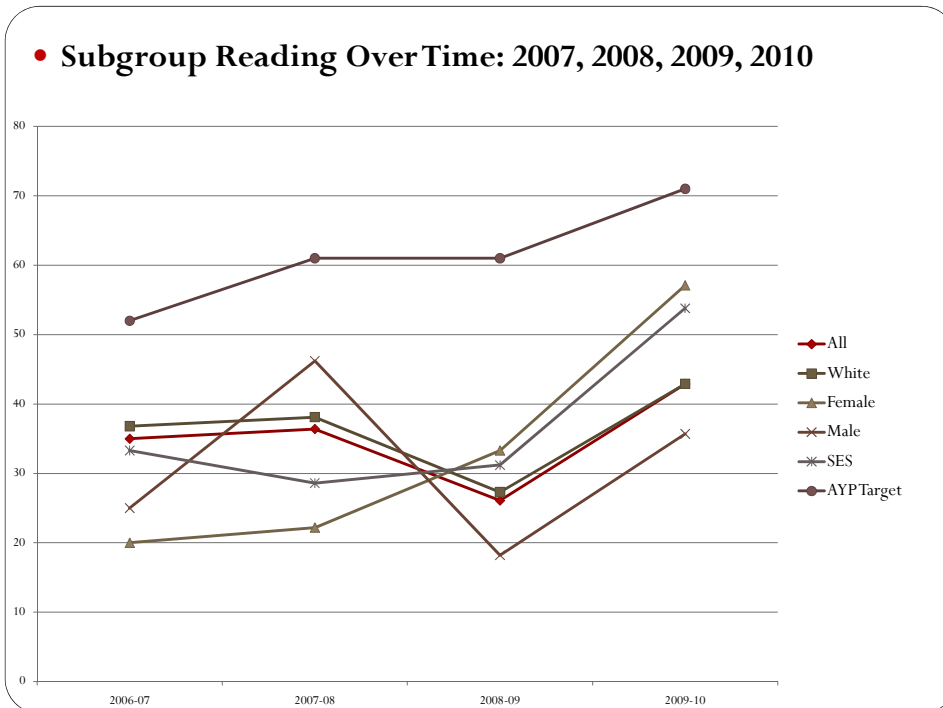


Table 10

Table 10 is a four year longitudinal study of student achievement in math according to MME data. The study indicates that achievement spiked in 2008, but returned to the original levels the following years. Our students are lagging far behind the state average.

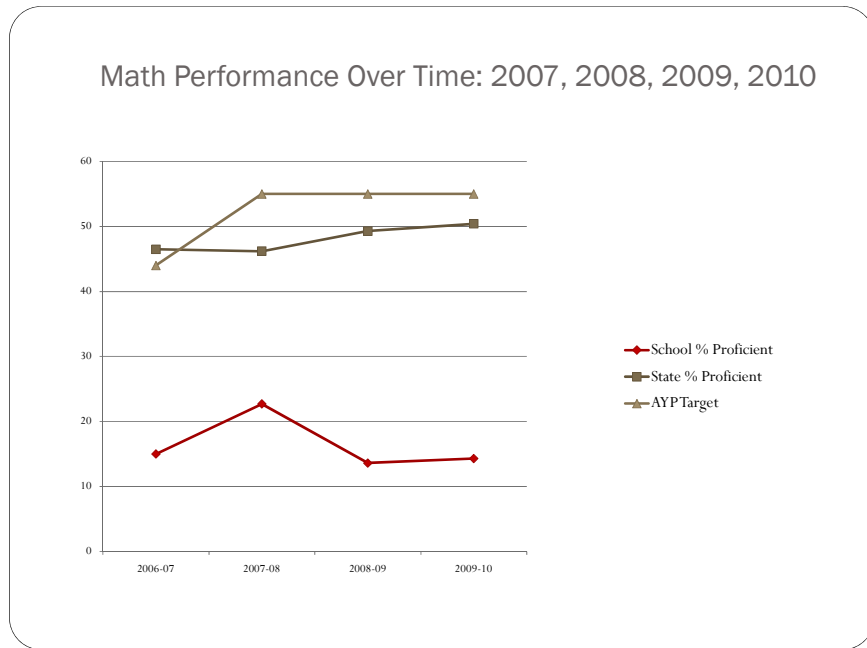
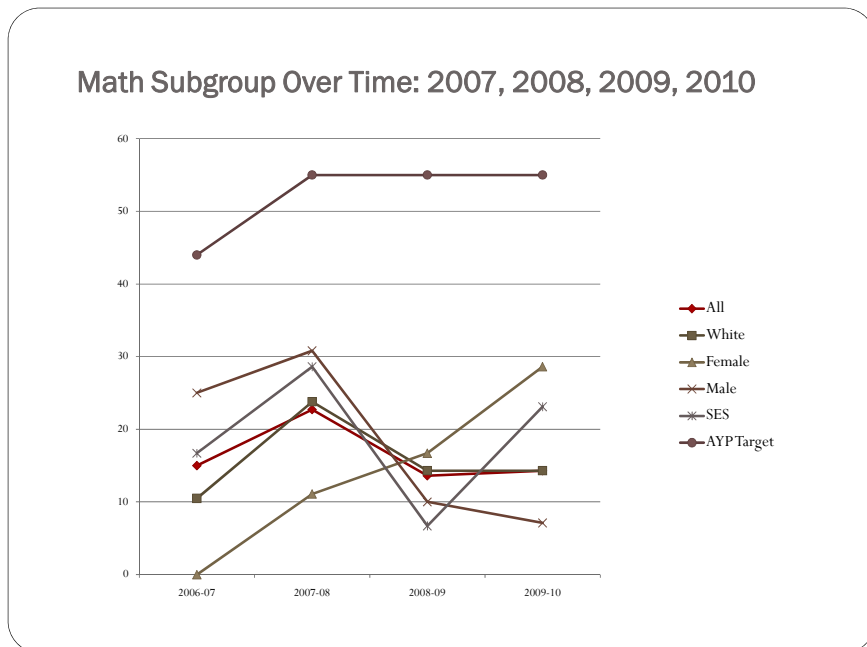


Table 11

Table 11 represents a longitudinal study of student achievement based on demographic considerations. According to this data the girls show significant gains over the last four years, but the boys show significant losses. The specials needs population is up and down with movement upwards at this time. When this data is compared to achievement data in the ELA department, it shows that our female and special needs population are moving forward in both areas at relatively the same rate, and the male population is moving downward.



An analysis of all of the data brings our team to the conclusion that the male population is not achieving at the same rate as our female population, and since our program historically has higher numbers of male students, that population is hampering our ability to make AYP. The School Improvement Team will need to look over the program for possible bias in the treatment of males in the instructional process.

The process for identifying failing and at-risk students in the four core academic areas is as follows:

- All staff review student performance on MEAP at Grade 8 and 9, and MME/ACT at Grade 11, at the State, ISD and LEA levels.
- All staff jointly analyzes the demographic and school summary reports of the MEAP at Grade 8 and 9, and the MME at Grade 11, at the State, ISD and LEA levels, including strand analyses in the four content areas.
- All Staff analyze the previous year results on Key Train, NWEA and PLATO.
- Core content teachers weekly review classroom data at the student level using (formative assessments, summative assessments, participation, and homework).
- School Improvement Team review students at risk of course failure (bottom quartile) using classroom data and strategies are discussed for classroom and supplemental instruction implementation to address the academic needs of at-risk students.
- Attendance reports in core courses distributed weekly to program staff and administrators.
- The School Improvement Team meets quarterly to:
 - Design and plan professional development opportunities
 - Set short-term student learning objectives
 - Review formative and summative data to provide program direction
 - Advise on processes and procedures to help accomplish short-term student learning goals
 - Advises teams on processes and procedures to help accomplish short-term student learning goals in between visits
 - Support all staff in moving forward

The criteria for identifying failing and at-risk students in the four core subject areas consist of one or more of the following when determining if a student is considered eligible to receive Title 1, Part A support:

- Below grade level in credits in any of the four core content areas
- Achieving at the bottom quartile of any core content area
- Bottom quartile or Not Proficient on most recent standardized state assessment (MEAP/MME)
- Bottom quartile of students based on their RIT score as evidenced on the NWEA assessment in reading and math.
- RIT scores below grade-level average as evidenced on the NWEA assessment in reading and math.
- Failing grades in one or more core subject areas

Exit criteria considered in order to exit a student from at-risk support are:

- Achieving mastery comparable to or above the class average in all core content areas
- RIT score comparable to or above the grade-level average as evidenced on the NWEA assessment in reading and math.
- Achieving mastery/proficiency comparable to or above class average in all content areas as measured by state assessment.
- At grade level
- Reaches grade point average of 2.4 or higher
- Passing core subject areas
- RIT score within the grade-level range as evidenced on the NWEA MAP assessment in reading and math.
- Demonstrating adequate academic growth from the quarterly exhibitions that support the “Center of Innovation”

Parent Involvement

Parent Involvement Policy

BOARD OF DIRECTORS WINDOVER HIGH SCHOOL PARENTAL INVOLVEMENT

The Academy encourages parental participation in its operations. Where the term “parent” is used in this policy, it also shall include a legal guardian. A copy of the Academy’s parent involvement plan shall be provided to the parent of each Academy pupil or shall be included in the Academy’s student handbook.

The Academy strongly encourages and welcomes the involvement of parents in all of the Academy’s educational programs. It is recognized that a parent’s involvement in a child’s education is a critical component in that child’s academic success. The Academy Board further appreciates and respects parents as the “first teachers” of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the Academy.

An effective school/parent partnership focused on students’ educational success must exist, which involves all Academy staff and parents, for the Academy’s educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration of the Academy shall design a program/plan that will encourage and foster a partnership between families and the Academy for increased parent involvement in a pupil’s education. The plan may include, but not be limited to:

- Establishment of welcoming school environment
- Communication to parents and from parents and school
- Parents as volunteers
- Supportive home learning environment
- School as a parent resource center; and
- Parents as decision makers.

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by Academy families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the Academy may better communicate with parents about information and resources they may need (e.g., current laws, regulations, instructional programs, and community resources), educational programs to assist parents in their support of academic achievement, increasing parents’ opportunities to be involved in building decisions, as well as Academy staff development looking at staff attitudes and effective parent involvement programs.

The effective implementation of the plan should be reviewed and evaluated by the Academy and parents on a regular basis with administrator recommendations to the Academy Board as to related policy and budgetary needs.

Title 1 Programs

In accordance with the requirement of the No Child Left Behind Act, the Academy encourages parent participation in Title 1 programs. Parents shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Academy Board directs that the following actions be implemented by the administration to ensure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parents in the planning, implementation, evaluation, and improvement of Title 1 programs/services through participation on building School Improvement Teams;
- Invitations to parents to attend at least one annual meeting for Title 1 parents, with additional meeting opportunities being available as needed, designed to provide Title 1 information and program services, and to solicit parent suggestions on program development, planning, evaluation and operation;
- Assistance to parents in understanding Title 1, including providing information in a language understandable to the parent, if practicable;
- Parent notification of Title 1 student selection and criteria for selection;

- Information regarding child's achievement and progress;
- A provision for input by Title 1 staff at regularly scheduled parent-teacher conferences and any additional communication as requested by the Title 1 staff or parents;
- Opportunities to enhance parent capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- Ongoing communication between the Academy and parents; and
- Other appropriate activities (i.e. Family Math Nights, parent sessions, science, theatre, etc).

If the Academy is a recipient of Title 1 funds, it hereby adopts the following policy statements regarding the development of a plan for parent involvement in the development of a Title 1 plan, and directs the administration to:

- Involve parents in the development of the plan;
- Develop a plan that provides for the involvement of parents in the Title 1 activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent involvement in Title 1 programs with parent involvement in other programs, including but not limited to Head Start;
- To review and evaluate the Academy's plan annually and to share the results of that review and evaluation with the Academy Board;
- To assure that the policy/plan contains a compact that outlines how parents, school staff, and students will share the responsibility of improved student achievement, and;
- To distribute the Academy plan to parents of participating children and to the local community.

Limited English Proficiency (LEP) Parent Involvement

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice also must include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

American Indian and Children Residing on Indian Lands Parent Involvement

In accordance with federal law, parents of American Indian students or students residing on Indian lands will be afforded an opportunity to present their views on programs provided to such students, including an opportunity to make recommendations on the needs of these children and how the Academy may help the children realize the benefits of the Academy's programs and activities. Parents and Indian tribes shall be afforded an opportunity to present their views on the Academy's activities and general education programs, and shall be consulted and involved in planning such programs. Relevant applications, evaluation, and program plans shall be disseminated to parents and Indian tribes.

Migrant Education Program (MEP) Parent Involvement

Parents of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Title 1 Program Parent Involvement Policy

The Board of Directors, principal, teachers and staff of Windover High School believes that the education of children is a joint responsibility, one it shares with parents of the Academy. To ensure that best interests of the child are served in this process, a strong program of communication between home and the Academy must be maintained. Therefore, the following assurances will be adhered to:

- Parents/Stakeholders will assist in the design, implementation, evaluation and review of the Title 1 Program by participating in the Title 1 Parent Meetings and the School Improvement Team.
- Parents will be invited to an annual meeting to explain the Michigan Merit Curriculum and the programs offered to their children.

- Parents/guardians will be invited to a yearly title 1 meeting to provide information about the school’s participation under Title 1 and to inform them about the services and opportunities available along with their right to be involved.
- Parents/guardians will provide feed back concerning the effectiveness of services offered.
- Information explaining the State’s Content Standards and assessments, as well as how to monitor their child’s progress, will be provided during Parent/Teacher Conferences and in ongoing parent communications and meetings. The Parent/Principal/Teacher/Student Compact will be discussed at the conferences as they relate to student progress. Staff will use a format and language that parents can understand when explaining the State’s Content Standards, assessment results, student progress and program services.
- Parents/guardians will be provided with materials and training on how to effectively interact and work with their child, as well as in how to assist in planning career and college preparation.
- Staff will receive training on providing meaningful parent involvement activities as described in the Joyce Epstein Model and the Parent University Toolkit.
- Develop an electronic communication system so that parents/guardians can monitor their child’s academic progress, attendance and behavior at school.
- Make staff available to parents/guardians to answer questions and explain procedures by offering meeting times before and after school.
- Collaborate with other district programs and community organizations to increase parental involvement.
- Provide parents/guardians with Limited English Proficiency, disabilities, are migratory, or are struggling with circumstantial limitations with special accommodations and assistance in order to be involved in their child’s education.
- Honor reasonable requests made by parents/guardians to assist in fostering parental involvement.
- Survey parents and conduct focus groups to give parents opportunities to provide information on how their expectations of the programs were met. Data from the survey and focus groups will be used in the planning, decision making and evaluation of the program.

The Parent Involvement Policy is approved by the Windover High School Board of Directors and fulfils the requirements of No Child Left Behind.

Parents Right to Know Statement

A Parent’s Right to Know:

By law it is the right of every parent to enquire about the highly qualified status of the teachers that work with their children. It is mandated by the State of Michigan and the No Child Left Behind Act of 2001 that every teacher be highly qualified in the area they provide instruction. If you wish to know about the qualifications of the teachers at Windover High School, please feel free to call the school for that information. It is your right to know.

The Parent Involvement Policy is approved by the Windover High School Board of Education and fulfils the requirements of No Child Left Behind.

PARENTS’ PERCEPTUAL DATA:

16 parents responded to a perception survey offered at parent teacher conferences. The results are as follows:

1. Does your school encourage you to be involved in your child’s education? 94% responded “yes”
2. Do you feel welcome at the school? 100% responded “yes”
3. Do you know about volunteer work you can do at school? 19% responded “yes”
4. Do you know you can join school planning and review committees? 31% responded “yes”
5. Do you know how additional help is given to students in the Title I program? 44% responded “yes”
6. Do you know how students are selected for the Title I program? 38% responded “yes”
7. Do you know what your child should know and be able to do for the grade he is in? (HSCES) 81% responded “yes”

8. Do you understand your child's report card and test scores? 88% responded "yes"
9. Is your child doing better in school because of the Title I program? 78% responded "yes"
10. Does the Title I school-parent compact help to remind you about things you can do to help your child do better in school? 69% responded "yes"
11. The Title I, No Child Left Behind Act, asks that priority be given to extra help beyond the regular school day. If free instruction and transportation are provided, would you want your child to attend Title I after school, before school, weekend school or summer school? These may replace or add to the Title I program your child is currently attending during the school day. 85% responded "yes"
12. My child's school uses a variety of communication methods that includes notes, email, newspapers, newsletters, phone calls, conferences, and websites. 100% responded "yes"
13. Can you easily reach your child's classroom and Title I teachers to discuss your child? 92% responded "yes"
14. Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and/or other concerns? 100% responded "yes"
15. Did you attend a meeting where materials that you can use in working with your child at home were distributed and explained? 42% responded "yes"
16. Does your school encourage you to work with your child at home? 90% responded "yes"
17. Would you like other ideas to help your child at home? 64% responded "yes"
18. Do you know about the school's extra services (for example, counseling, speech therapy)? 100% responded "yes"
19. Do you know about the school's referral program to community services outside of school? (i.e. adult literacy, social services, health services, GED, adult career development) 67% responded "yes"

Parent Conferences

Subgroups	2010-2011 1 st Trimester 10/14/2010		2010-2011 2nd Trimester 1/20/2011	
	Number of students represented	Percentage of students enrolled	Number of students represented	Percentage of students enrolled
All	36	30%	11	9%
American Indian/ Native Alaskan	0	0	0	0
Asian/ Pacific Islander	0	0	0	0
Black, Not of Hispanic Origin	1	.8%	0	0
Hispanic	0	0	0	0
White, Not of Hispanic Origin	35	29%	11	9%

Students with Disabilities	17	14%	4	3%
Limited English Proficient	0	0	0	0
Economically Disadvantaged	8	7%	8	6.6%

Subgroups	2010-2011 3rd Trimester 4/21/2011	
	Number of students represented	Percentage of students enrolled
All	24	20%
American Indian/ Native Alaskan	0	0
Asian/ Pacific Islander	0	0
Black, Not of Hispanic Origin	1	.8%
Hispanic	0	0
White, Not of Hispanic Origin	13	11%
Students with Disabilities	10	8%
Limited English Proficient	0	0
Economically Disadvantaged	13	11%

STAFF PERCEPTION DATA

100% of staff report they are frequently asked for input regarding school policy and procedure matters. 75% of staff reported that when they provide input, they feel that their ideas are always “heard” and/or utilized and 25% are often “heard” and/or utilized. 75% of staff reported they are very confident expressing opinions to fellow staff members and 25% indicated they are indifferent. 100% of staff reported that they feel very confident expressing opinions to administration. 50% of staff say that data is often used to drive decisions and 50% say sometimes data is used to drive decisions. 100% of staff indicated that they are provided with valuable data on a regular basis. When asked about professional development opportunities offered throughout the year, 50% of staff said they were always provided sufficient opportunities, 25% said often, and 25% said sometimes. 100% of staff reported that they often feel PD that is offered appropriate and valuable (both to school-wide goals and specific content areas.) 25% of staff indicated that they often have input when planning staff-wide PD opportunities, while 25% indicate they always have input, and 50% reported sometimes having input.