School Improvement Plan

Westwood New Tech High School

Westwood Community Schools

Mr. Roderick Wallace
3601 Janet
Dearborn Heights, MI 48125

TABLE OF CONTENTS

School Additional Requirements Diagnostic

Health and Safety (HSAT) Diagnostic

School Improvement Plan

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Westwood New Tech High School is a project-based learning community for students in Grades 9 through 12 in Dearborn Heights, MI. It is a part of the Westwood Community School District. WNTHS looks forward to its fourth year of operation this year. It served approximately 275 students in 2012-2013.

Although we are in a district considered a suburb of Detroit, a large segment of our population comes from the city of Detroit. As a school-of-choice that accepts students from around the county, we receive students from many different areas and socioeconomic statuses. 89% of our students are African-American and 7% are Caucasian, and this does not mimic the community that we are a part of.

Transportation to our school for many students is provided by municipal busing and district-funded bus passes from the city, which is several miles away. This poses a challenge for many students in terms of attendance and tardies.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school's purpose is to provide a collaborative, project-based, and safe educational environment that promotes critical thinking, professionalism, and rigorous opportunities for students to demonstrate mastery of essential skills and concepts. Our mission is to develop driven professionals who are dedicated to a culture of trust, respect, and responsibility.

The school embodies its purpose by providing individualized and group support for students within their academic ventures and extending their learning out into the broader community. The environment and expectations within Westwood New Tech exemplify the trust, respect, and responsibility required of New Tech schools and is evidenced by posted student work, cleanliness within the school, and the interactions between students as well as those between student and teacher. Through program offerings including Journalism, Forensic Science, and others, we tap into student interest to help drive student motivation for success as well as application in the real world. Lastly, all students demonstrate mastery of taught skills, concepts, and elements of the Michigan Merit Curriculum by presenting projects that display their learning and extend into the community at-large.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school was happy to graduate its first senior class in June of 2013. This class were 10th graders when the school opened in 2010. Since its inception, WNTHS has acquired two years of baseline data and looks forward to its third year of data acquisition to truly assess the effectiveness of the program.

Areas of improvement include effectively engaging parents in policy construction and school improvement, addressing the needs of students in terms of attendance, and addressing foundational skill gaps that affect student ability to stay on target.

Our goals for the next three years include the formidable task that every WNTHS graduate participates in post-secondary education without needing to take remedial courses. We also strive to beat the state average for ACT and MME composite scoring and see every student make yearly gains through our NWEA testing.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We would like to inform our community that we pride ourselves on being at the forefront of project-based instruction and the development of positive relationships with our students. Our environment is catered towards the development of professional behavior and norms. We are extremely proud of our students and look forward to continuous growth.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

There is a School Improvement segment at every parent meeting which is held on a monthly basis. During this time, segments of the plan are discussed with parents and they offer feedback to new goals and objectives. Included in each packet that goes home each marking period with report cards is a small discussion about school improvement goals.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representation from parents, teachers, students, and board members is essential during each school improvement discussion. During meetings catered towards completing specific elements of the plan, these stakeholders offer ideas about improvement and methods to reach goals.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all stakeholders once the final plan is complete by September 1. The information included in the plan, which has been a part of our stakeholder discussion throughout the year, will be highlighted and shared at our first parent meeting held in mid-September.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends affect staffing by being key in driving the need for reassignment of current staff and the hiring of others. For example, we readjusted certification needs based on the need for flexibility with our transient enrollment. We also increased our sophomore enrollment, and due to having blocked humanities courses, we needed to make adjustments to our loads for social studies and english instructors.

How do student enrollment trends affect staff recruitment?

Projected increase in student enrollment has allowed Westwood New Tech to increase staffing by one English instructor this year. We also attempt to maintain flexible certifications in order to be able to make changes throughout the year as necessary.

How do student enrollment trends affect budget?

Student enrollment has a direct effect on budget as enrollment drives our general fund dollars. We make every effort to continuously increase student enrollment so we may sustain programming for students.

How do student enrollment trends affect resource allocations?

Student enrollment has the ability to increase and decrease resource allocation. Most resources at Westwood New Tech are based on general fund dollars.

How do student enrollment trends affect facility planning and maintenance?

The standard for maintenance within the building is clear. We believe our facilities should be top-notch regardless of student enrollment. In terms of facility planning, WNTHScontinues to affectively utilize its allotted space for programming and other purposes.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement is definitely affected by student enrollment trends, especially in terms of their transportation needs to our school. As we gain more students from Detroit, the random nature of bus transportation affects punctuality and attendance in a negative way, and also parent opportunity to visit our school. We counteract this by having a consistent effort to communicate with parents via phone blasts and mailings.

How do student enrollment trends affect professional learning and/or public relations?

Our student enrollment trends have not affected professional learning thus far. In terms of public relations, we have expanded our recruitment to more and more local schools as we have gleaned more students from local middle schools.

What are the challenges you noticed based on the student enrollment data?

Current challenges involve responding to the high number of students that were considered absent more than 10 times last year. That has driven an update to our attendance policy this year.

What action(s) will be taken to address these challenges?

We linked with the Wayne County Prosecutor's Office and the Wayne Mediation Center in order to give a streamlined process towards intervention for continuous absence. This process was shared with parents during the Orientation phase.

What are the challenges you noticed based on student attendance?

Many students are considered truant per the state standards. 57 students were considered truant in 2011-2012, and there more than 70 during the 2012-2013 school year.

What action(s) will be taken to address these challenges?

We linked with the Wayne County Prosecutor's Office and the Wayne Mediation Center in order to give a streamlined process towards intervention for continuous absence. This process was shared with parents during the Orientation phase.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

29% of our students were partially proficient on the MME, and this denoted our highest levels of achievement on the test.

Which content area(s) show a positive trend in performance?

MME Reading showed a positive shift.

In which content area(s) is student achievement above the state targets of performance?

No performance on the test is above state targets.

What trends do you notice among the top 30% percent of students in each content area?

I noticed that many of the same students in the 30% of Math were also in the 30% of Reading. In talking to administrators from the elementary and middle schools, many of the students had been high achievers from younger grades.

What factors or causes contributed to improved student achievement?

As there was only improvement within reading, there was an emphasis on reading informational text within the content areas, and there was a collegial unity regarding best practices within English instruction.

How do you know the factors made a positive impact on student achievement?

We know this because the English department was the administrators for most of the formative assessment opportunities among the instructional departments.

Which content area(s) indicate the lowest levels of student achievement?

MAth and Science both scored 0% proficiency.

Which content area(s) show a negative trend in achievement?

Social Studies, Writing, Math and Science all declined.

In which content area(s) is student achievement below the state targets of performance?

All student achievement performance on the Michigan Merit Examination is below the state targets.

What trends do you notice among the bottom 30% of students in each content area?

Many students in this group also ranked among the worst in terms of attendance.

What factors or causes contributed to the decline in student achievement?

There is a lack of foundational skills that draws attention away from curricular standards at grade levels in order to move students from where they are. Instruction in math and science has not been a consistent entity at Westwood New Tech, and many staff members are attempting to embed more scaffolding into the project-based learning model.

How do you know the factors made a negative impact on student achievement?

Student responses to survey questions and formative assessment results related to this issue depict many issues involving student retention of information.

What action(s) could be taken to address achievement challenges?

Departmental meetings and focus on formative assessment within subject areas and grade levels; accumulation of assessment data and adequate response to assessment; individualized instructional plans for tested students; streamlining of project construction with informational text, statistics, and use of writing prompts.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- •None

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- •None

In what content areas is the achievement gap closing for these subgroups?*

Females outpaced males in reading, writing, and math performance on the MME.

How do you know the achievement gap is closing?*

The data shows that 38% of females scored a Level 2 on the Reading test versus 22% for the males. A similar trend exists in Writing (females-21%; males-4%).

What other data support the findings?

Multiple research points show that girls should not be regarded as a subgroup because they regularly outpace boys in many aspects of education.

What factors or causes contributed to the gap closing? (Internal and External)*

None.

How do you know the factors made a positive impact on student achievement?

N/A

What actions could be taken to continue this positive trend?

Highlight the disparity between achievement for males and females and allow the students to do research about why this happens.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

• African American or Black

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

• Male

In what content areas is the achievement gap greater for these subgroups?*

Science, Math, and Social Studies

How do you know the achievement gap is becoming greater?*

Scores decreased from 2011-12 to 2012-13.

What other data support the findings?*

The performance of all students during both the 2011-2012 and the 2012-2013 show a large gap between average performance within our state versus our performance as a school and the district.

What factors or causes contributed to the gap increasing? (Internal and External)*

Changes in staff from year-to-year; lack of consistent science instruction for the past three years due to staff absence; adjustment to project-based learning model

How do you know the factors lead to the gap increasing?*

There is a clear gap in foundational skills that should have been the primary focus of the classes discussed in the previous answer. Teachers were required to utilize instructional time supporting standards and content that should have been taught in years past.

What actions could be taken to close the achievement gap for these students?*

The acquisition of more data in regards to where students actually are, and moving them from that position. Consistency within the model as well as with staffing and programming.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

N/A

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Documentation from the instructors who serve students with special needs is accumulated, reviewed, and filed. Also, instructors maintain logs of student work. This allows us to track their activity and determine their needs.

How are students designated 'at risk of failing' identified for support services?

When grades are audited, the families of students who meet a threshold for the possibility of failure receive a process of contact and intervention that prevents further failure. We contact students and their parents with the interest of bringing the issues to light and then construct contracts that depict what role we each play in stopping the pattern of failure. Most of the diagnosis of failure is done by instructors and shared with the instructional team.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

None

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

N/A. These programs have not been initiated as of yet.

Label	Question	Value
	What is the total FTE count of teachers in your school?	14.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

The experience of the staff is a double-edged sword. Many have moved beyond the survival stage of teacher development and have the capacity to make impacts by making small incremental change within their pedagogy. However, some may be "stuck in their ways" because of the length of time that they have spent in the classroom.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	32.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	231.0

What impact might this data have on student achievement?

The multitude of substitute teaching can lead to the missing of crucial opportunities to develop skills. It also can affect student culture inside the classroom and out.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Students have responded very well to the positive relationships that they have with staff members.

Which area(s) show a positive trend toward increasing student satisfaction?

Students are responding well to increased rigor and high expectations and playing a role in participating in school growth and function.

What area(s) indicate the lowest overall level of satisfaction among students?

In conversations with students, we frequently discuss consistent and professional interaction between students. There is a concern that all students have the desire to uphold our school's norms.

Which area(s) show a trend toward decreasing student satisfaction?

Students became increasingly dissatisfied with their role in the leadership of the building, as many tasks and duties previously given to them were reabsorbed by staff and administration.

What are possible causes for the patterns you have identified in student perception data?

Duties changed because of a breakdown in the communication between staff, students, and parents. The focus shifted towards graduation and achievement challenges from culture.

What actions will be taken to improve student satisfaction in the lowest areas?

From the outset, students will be rewarded and emboldened as they show the capacity for leadership. Our hope is to develop several programs that enlist student voice as the key driver.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents indicated through their highest level of satisfaction was through the use of technology in the classroom.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

This was the first year that parent/guardian satisfaction was weighed or measured.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The lowest level of satisfaction involved parent happiness with grades and grading procedures. In conversations that I have had with parents, that typically was the area of most discontent.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

I think that the area showing a declining trend is satisfaction with academic, non-athletic extracurricular activities.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The technology is an aspect of our school that was a key driver in students enrolling there. We attempt to use technology to stay in lockstep with our parents. Also, the emphasis on athletics at Robichaud has raised the interest in activities that cater to students of a different ilk.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parent meetings will be held consistently monthly to give parents the opportunity to voice their concerns. Also, staff members will be encouraged to develop activities and clubs such as Chess and mentoring groups for young men and ladies.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest rating went to staff relationships with each other. Also, many staff members expressed happiness with their assessment of student skills.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Teacher and staff gained more and more satisfaction with their role in school leadership as the year progressed.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

No area stuck out as a "Low" area of satisfaction. I think in terms of discussions with staff, the lack of clarity involving attendance, tardy, dress code, and other policies was a source of stress.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The lack of attendance and tardiness policies.

What are possible causes for the patterns you have identified in staff perception data?

These elements have never been firmly in place in our school's history.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

The Westwood New Tech team of instructors and staff members meet each Monday. Each meeting is utilized to discuss processes of practice, progress, philosophy. We make decisions as a group and move the building forward using strategic planning. Large-scale decisions and suggestions are forwarded to the District leadership using the Principal as a liason.

What evidence do you have to indicate the extent to which the standards are being implemented?

For each subject, data charts have been constructed that display the Common Core Standards or Michigan Merit Curriculum (for Social Studies and Science). Staff members utilize these charts as they construct their projects. Also, in each project briefcase, the Common core standards that are addressed are listed.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Westwood New Tech serves Grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		WNTHS AER Cover Letter

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school does not review EDP's from 8th Grade in order to address scheduling and course alignment. Most students at WNTHS follow a grade level track that is not affected from the outcomes of the EDP.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Yes, please see Board Policy 2450.	General School Administration Board Policy

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Yes, our Superintendent carries out non-discrimination responsibilities. Please see Board Policy 2450.	General Administration Board Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Westwood New Tech utilized the parent involvement plan of the comprehensive high school in our district, which is Robichaud High School.	Robichaud Student Handbook

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The school compact has been compiled and created for the 2013-2014 school year.	WNTHS Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment, 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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	No curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Written Policy, but not fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	**Response**	**Rating**
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	**Response**	**Rating**
Question 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.	Written Policy, but not fully implemented	N/A

	Statement or Question	**Response**	**Rating**
Question 31	Our school has a parent education program.	No	N/A

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 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).	Access to all indoor facilities	N/A

School Improvement Plan

Overview

Plan Name

School Improvement Plan

Plan Description

This is the 2013-2014 School Improvement Plan for Westwood New Tech High School.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	WNTHS students will meet the target of 42% proficiency in the area of Reading on the Michigan Merit Examination.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	All students at WNTHS will make a year's growth in the area of Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	All students will show a year's growth in the area of Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: WNTHS students will meet the target of 42% proficiency in the area of Reading on the Michigan Merit Examination.

Measurable Objective 1:

42% of Eleventh grade students will demonstrate a proficiency in the reading section of the Michigan Merit Examination in Reading by 03/07/2014 as measured by the state.

Strategy 1:

Informational Text Embedding - All projects within WNTHS' project-based learning will have documented evidence of the use of key strategies in determining key information within informational text. This includes all subjects.

Research Cited: This was identified as a weakness by disaggregating student data from previous MME data.

Strategy Tier:

Activity - Monitoring of Project Construction- Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Critical Friends process and other monitoring mechanisms developed by WNTHS administration, all projects will be required to possess this key element.	Policy and Process			09/03/2013	06/06/2014	$0	No Funding Required	School Development Coach, Network Advocate

Strategy 2:

Use of Seven Key Literacy Strategies - All instructors will commit to the use of seven key literacy best practices, including read-alouds, graphic organizers, and vocabulary instruction.

Research Cited: Fisher, Douglas, Frey, Nancy, and Williams, Douglas. "Seven Literacy Strategies That Work." 09/2002.

http://www.manatee.k12.fl.us/staff_development/criss/prin_phil/7%20Defensible%20Strategies.doc%20(Read-Only).pdf

Strategy Tier:

Activity - Use of Seven Key Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All courses will utilize similar strategies in order to familiarize students with best practices regarding reading informational text.	Direct Instruction			10/01/2013	06/06/2014	$0	No Funding Required	English Department

Goal 2: All students at WNTHS will make a year's growth in the area of Reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance on the NWEA test that shows an increase in their NWEA RIT scores equivalent to a year's growth. in Reading by 06/06/2014 as measured by monitoring and evaluating student growth over the course of three testing periods during the school year. .

Strategy 1:

Monthly Departmental Meetings - Staff members will have dedicated meeting time to disaggregate student data from the NWEA test, and will be required to outline strategies to address individual as well as group deficiencies.

Research Cited: Protheroe, Nancy. "Improving Teaching and Learning With Data-Based Decisions," Educational Research Institute, 10/21/2009.

http://www.lesn.appstate.edu/olson/RES5080/Components/Articles_used_in_5080/Pruthero%20Improving_teaching_and_learning_with_databased_decisions.pdf

Strategy Tier:

Activity - Data-Driven Discussion Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff members in the Data-Driven Protocol from the National School Reform Faculty.	Professional Learning			08/30/2013	06/06/2014	$0	No Funding Required	Principal, All Instructors, School Development Coach

Goal 3: All students will show a year's growth in the area of Math.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance equivalent to one academic year's growth during the 2013-2014 school year in Mathematics by 06/06/2014 as measured by the NWEA exam, which is administered three times yearly.

Strategy 1:

Individualized Intervention For RIT Weaknesses - This strategy will work by utilizing the data from the first and second administration of the test in order to identify weaknesses in student performance. As a team, the WNTHS math department will determine trends across grade levels to address on a larger scale, and also determine individual weaknesses.

Research Cited: Nprth Dakota Department of Public Instruction, "Utilizing MAP Data toDrive Instruction:

Understanding andUsing MAP Data." No date, http://www.dpi.state.nd.us/title1/project/map_data.pdf

Strategy Tier:

Activity - NWEA Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a protocol for analyzing NWEA data and responding to it with pointed intervention.	Professional Learning			10/01/2013	06/06/2014	$0	No Funding Required	Principal, Director of Innovation and Instruction

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA Math Intervention	Staff will develop a protocol for analyzing NWEA data and responding to it with pointed intervention.	Professional Learning			10/01/2013	06/06/2014	$0	Principal, Director of Innovation and Instruction
Monitoring of Project Construction-Informational Text	Through the Critical Friends process and other monitoring mechanisms developed by WNTHS administration, all projects will be required to possess this key element.	Policy and Process			09/03/2013	06/06/2014	$0	School Development Coach, Network Advocate
Use of Seven Key Literacy Strategies	All courses will utilize similar strategies in order to familiarize students with best practices regarding reading informational text.	Direct Instruction			10/01/2013	06/06/2014	$0	English Department
Data-Driven Discussion Protocols	Train staff members in the Data-Driven Protocol from the National School Reform Faculty.	Professional Learning			08/30/2013	06/06/2014	$0	Principal, All Instructors, School Development Coach