



School Improvement Plan

Westwood Cyber High School

Westwood Community Schools

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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.

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 Cyber High School focuses resources on implementation of innovation, student centered instructional delivery that would award high school credit based on demonstrated proficiencies in Michigan High School Content Expectations. The program focuses on dropout prevention, retention of students, and increasing the graduation rate of students who would otherwise count as a dropout. Here at Westwood Cyber High School we are actively involved in re-imagining education by responding to State of Michigan's Superintendent Flanagan's call "to get out of this old way of thinking and create a 'New Normal'." Offer disengaged teens, an innovative, non-traditional path to earn their high school diploma. Develop life long learners, equipped with 21st century skills they can use to obtain a higher education or employment. Create opportunities for students to obtain credits towards an advanced degree and/or trade skills.

Governor Rick Snyder has laid out a series of principles for the future of education in the State of Michigan. One of those reforms is an idea that the governor calls "Any Time, Any Place, Any Way, Any Pace." This would include blended learning, online education, and early college attendance. The funding model would also be proficiency-based, rather than mandating certain "seat-time" requirements. Due to the unique nature of Westwood Cyber High School, we have been following the Governor's model. We are a seat-time wavier school who award students credit based on their proficiency level of a subject's content. We have established success in demonstrating that young people for whom "school does not fit" can renew their confidence in learning. The primary purpose is for all students to earn a high school diploma as well as have an opportunity to go on to college or vocational training, or become gainfully employed. The Westwood Cyber High School program is offered to students at risk of dropping out that live in Wayne County or who are referred to the program from their home school district in the form of a referral. In 2009, Cyber High School open with 180 students and currently has 685 students enrolled. Westwood Cyber High School proudly graduated 97 students from Cyber High School in 2012. The result of this intensively differentiated learning is that Westwood Cyber High School researchers (students) who were once at-risk of dropping out of school are seeing significant academic and personal gains. Of our students, 85% are homeless, neglected, at-risk and live in an economically disadvantage or impoverished area. The staff of the program work hard to service all of these students by providing individualized learning plans, and targeted assistance to each. Individualized learning plans still meet Michigan Core Content Standards. Of all Westwood Cyber High School students, 57% say they are learning more than they did in a traditional setting, while 70% of their mentors agree that they are covering a broader range of material. On average, researchers have earned 40% more credit than that with which they entered the program.

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.

Vision Statement

The vision of Westwood Cyber High School is to provide a foundation of knowledge to empower today's youth for tomorrow's possibilities.

Mission Statement

The Mission of Westwood Cyber High School is to provide innovative educational opportunities for all students to become positive, confident, and responsible contributors to society, while utilizing 21st Century skills.

Beliefs Statement

We recognize that our researchers come to us with obstacles and individual differences, therefore, we are committed to:

1. A researcher-centered approach.
2. Dedicating our resources to individual and collaborative learning.
3. Supporting a creative and innovative, project-based learning community.

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.

2012 Michigan Association of School Boards, Education Excellence Award

One of twenty schools in the U.S., three from the State of Michigan, to participate in the Federal Communications Commission's E-Rate Deployed Ubiquitously (EDU) 2011 Pilot Program

Westwood Cyber High School was featured in Education Week, August 24, 2011, as At-Risk Students' Virtual Challenges

Westwood Cyber High School has provided a safe and secure environment in which students are encouraged to succeed without the fear of failure. High monitoring allows for the reinforcement of responsibilities while still promoting a sense of independence towards the students' learning. Exposure to technology and the internet promotes the development of skills which lead to obtaining higher education or employment.

Westwood Cyber High School welcomes a range of students from a variety of backgrounds into our program. Each referral is evaluated on an individual basis to determine the best solution for the student's educational needs.

Students enrolled in Westwood Cyber High School on average, have earned more credits than any other seat-time waiver program in the State of Michigan.

Created a Special Education program/cohort in Fall 2010 with 35 current students. Previously, special education students were involved in unstructured exploration, limited parent involvement and undefined processes and guidelines for success. As a result, we offered students guided instructional in lab time with a mentor, core workshops, and study groups. We also bundled curriculum modules enable students to earn up to 1 credit a month. This resulted in Westwood Cyber High School graduating 20 special education students with a high school diploma in 2012.

Westwood Cyber High School has increased the number of graduates every year since existence. 20 (2010), 60 (2011), 97 (2012)

Based on statistical data about the program and when students graduate from Westwood Cyber High School it is expected that

- (1) 61% are going to college
- (2) 18% obtain employment
- (3) 14% are seeking employment
- (4) 2% are other

Westwood Cyber High School ensures that each student will get the individualized attention they deserve, including:

- (1) Improved literacy
- (2) Improved social skills
- (3) Increased self-confidence and ambition
- (4) Development of problem solving skills

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Westwood Cyber High School

(5) Stronger levels of communication and collaboration

(6) Development of technology skills

(7) Increase in empowerment and determination

MEAP Social Studies Met or Exceeded

2009 - 46.9%

2010 - 62.5%

2011 - 5.5%

MME Math Met or Exceeded

2010 - 3%

2011 - 12%

2012 - N/A

MME Reading Met or Exceeded

2010 - 37%

2011 - 46%

2012 - 32%

MME Science Met or Exceeded

2010 - 30%

2011 - 23%

2012 - 2%

MME Social Studies Met or Exceeded

2010 - 70%

2011 - 68%

2012 - 11%

MME Writing Met or Exceeded

2010 - 26%

2011 - 25%

2012 - 23%

ACT composite, all subjects

2010 - 15.6

2011 - 16.1

2012 - 15.6

Additional Information

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

Westwood Cyber High School creates an educational environment where teaching and learning takes place 365 days a year, 24 hours a day and positive response to the academic needs of individual students. Westwood Cyber High School exceeds most cyber schools by providing differentiated instruction and unique learning opportunities with flexible, supportive, and yet, non-traditional setting. The Westwood Cyber High School programs has helped and continue to help students to attain a grade point average (GPA), increase the rate of attendance and decrease dropout rate in its infancy of three (3) years. The program accommodates students that were at risk of failure in the traditional high school program, or lost interest and did not want to continue their education. Westwood Cyber High School also provides every student with an Apple Mac Computer and Internet access for his or her home.

Westwood Cyber High School is a year-round, educational program offering constructive, project-based, online learning experiences for students. We provide a safe and secure environment in which students are encouraged to succeed without the fear of failure. While at the learning lab, we can devote individualized attention, support an increase in student self-confidence, and provide a self-paced learning environment. While attending the learning lab, students can receive guidance from highly qualified, state certified teachers.

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.

School expectations are presented to staff in training and upheld in our communications in the professional learning environment. The expectations of our school are clearly stated to parents and students in an initial home-visit prior to the student entering the program and are re-visited as needed. Our live professional learning community provides the venue for staff members to collaborate improve instruction and lend support across the content areas. Certified staff are required to send weekly reports of students learning plans, goals and the projects submitted to be reviewed by the Project Managers.

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

Hilliard Hampton, Cyber Executive; hilliard.hampton@wchs.wwschools.net
Ms. Jayme Smolarz, Project Manager; jayme.smolarz@wchs.wwschools.net
Clint McDaniel, Project Manager; clint.mcdaniel@wchs.wwschools.net
Anthony Batalucco, Project Manager; anthony.batalucco@wchs.wwschools.net
Dawn Adanti, Project Manager; dawn.adanti@wchs.wwschools.net
Joel Blake, Project Manager; joel.blake@wchs.wwschools.net
Michael DeVoe, Project Manager; mike.devoe@wchs.wwschools.net
Heather Jones, Instructional Coach and Assessment Coordinator; heather.jones@wchs.wwschools.net
Randolph Lee, Technician; randy.lee@wchs.wwschools.net
Rebecca Obermayer, Special Education Project; becky.obermayer@wchs.wwschools.net
Ethan Sears, Science Expert; ethan.sears@wchs.wwschools.net
Emilia Kozak, English Expert; emilia.kozak@wchs.wwschools.net
Grace Carpenter, Content Area Specialist; grace.carpenter@wchs.wwschools.net
Melanie Hurd, Social Studies Expert; melanie.hurd@wchs.wwschools.net
Jessica Crump, Project Manager; jessica.crump@wchs.wwschools.net
Jordan Ewert, Technician; jordan.ewert@wchs.wwschools.net
Rosa Curtis, Science Expert; rosa.curtis@wchs.wwschools.net
Christina Trombetta, Math Expert; christina.trombetta@wchs.wwschools.net

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

School expectations are presented to staff in training and upheld in our communications in the professional learning environment. The expectations of our school are clearly stated to parents and students in an initial home-visit prior to the student entering the program and are re-visited as needed. Our live professional learning community provides the venue for staff members to collaborate improve instruction and

lend support across the content areas. Certified staff are required to send weekly reports of students learning plans, goals and the projects submitted to be reviewed by the Project Managers.

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 according to the following: Project Manager have on average 72 students apart of their case load and Mentors are assigned 8 students.

How do student enrollment trends affect staff recruitment?

The recruitment and retention of good teachers is crucial. Financial incentives and flexible working conditions will aid that goal.

How do student enrollment trends affect budget?

All students enrolled at Westwood Cyber High School are provided an Apple iMac computer and internet access for that computer in their home.

How do student enrollment trends affect resource allocations?

We require our students to attend the Cyber learning lab for at least two hours per week so students can receive in person guidance from highly qualified, state certified teachers. These Lab Mentors are available by appointment and walk-in basis to provide students with one-on-one assistance with assignment completion, assignment revisions, and project research. While at the learning lab, we can devote individualized attention to students, support an increase in student self-confidence, and provide a self-paced learning environment. Also, Lab Mentors host workshops and training sessions for students to attend on a weekly basis. This provides students with an opportunity to meet and collaborate with other students from the online learning environment. In addition to the learning lab, Westwood Cyber High School provides live online assistance from a Mentor 24 hours a day. An Overnight Mentor is available from 11 p.m. to 5 a.m. daily to assistance our students who prefer working on assignments during the wee hours. The learning lab is located at 25824 Michigan Avenue, Inkster. It is open Monday through Thursday from 8 a.m. to 6 p.m. and on Friday from 8 a.m. to 5 p.m.

How do student enrollment trends affect facility planning and maintenance?

We require our students to attend the Cyber learning lab for at least two hours per week so students can receive in person guidance from highly qualified, state certified teachers. These Lab Mentors are available by appointment and walk-in basis to provide students with one-on-one assistance with assignment completion, assignment revisions, and project research. While at the learning lab, we can devote individualized attention to students, support an increase in student self-confidence, and provide a self-paced learning environment. Also, Lab Mentors host workshops and training sessions for students to attend on a weekly basis. This provides students with an opportunity to meet and collaborate with other students from the online learning environment. In addition to the learning lab, Westwood Cyber High School provides live online assistance from a Mentor 24 hours a day. An Overnight Mentor is available from 11 p.m. to 5 a.m. daily to assistance our students who prefer working on assignments during the wee hours. The learning lab is located at 25824 Michigan Avenue, Inkster. It is open

Monday through Thursday from 8 a.m. to 6 p.m. and on Friday from 8 a.m. to 5 p.m.

How do student enrollment trends affect parent/guardian involvement?

Cyber HS uniqueness provides opportunities for parents and students to work together on the six practices:

1. Parenting Skills - Cyber provides information to parents to support and assist them with engaging in the education progress by participating in the development of the student educational plan during the initial student and parent interview at enrollment.
2. Communication - Cyber parents are provided the opportunity to communicate with staff 365 days, 7 days a week and twenty-four hours a day. The Cyber experiences provides parents with staff emails, telephones numbers and parents are encourage to visit the Cyber HS Center for face to face meeting is needed. The Cyber Leadership Team will engage parents in Reform/Redesign Plan with ongoing discussions as they participated on the school improvement team with the planning, implementation and surveys parents to participate in the evaluation of programs.
3. Volunteering - Cyber Parents are welcome to the Cyber Center and their support is encouraged. Cyber HS's staff, student and parent are actively involvement in community project. Such as the ongoing community garnering project, Adopt a Family, Community Clean Up, and Mentoring Elementary Students.
4. Learning at home - Cyber parent are essential to the student's Cyber experience, its mandatory during enrollment at the initial meeting at the student home, staff help parents to understand the educational process at Cyber HS and how the parent's role is vital to assisting student learning. Parents have access to teacher's emails, Parent Connect to access student performance and process. The parents and students have twenty-four hour access to staff for academic assistance and technical support. Staff make routine visitation to the student home and parent are encourage to provide feedback to better serve the student.
5. School-Level Decision-Making and Advocacy - Cyber HS parents are full partners in the decisions that affect their children's education. Ensuring that their students are proficient in all core content areas and have the readiness skills for college and careers.
6. Collaboration with the Community - Cyber HS staff continues to seek resources with the community to support school activities, families and student learning. Resources via email or pamphlets are available at the site to help students and parents with information relative to health services, cultural events, service opportunities, summer recreation programs, and part-time jobs. The district hired support staff to assist parents and students with school and community engagement activities.

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

Westwood Cyber High School is committed to providing high-quality, job-embedded professional development to its instructional staff in effort to increase student achievement with all students. One-time workshops that are typically outside the context of a school seldom align with ongoing practice and do not reliably lead to improvements in teaching and learning. Job-embedded professional learning, on the other hand, refers to teacher learning that is grounded in day-to-day teaching practices that occur regularly.

Westwood Cyber High School is also committed to providing opportunities for teachers to use data and analyze student learning to identify solutions that may include changing instructional practices to meet goals. Job-embedded professional development at Westwood Cyber High School will be strategically intentional and will be learner centered, knowledge centered, community centered, and assessment centered.

Westwood Cyber High School will provide high-quality, job-embedded professional learning that is learner-centered to support teachers' active engagement in sustained professional learning activities that are specifically designed and intended to improve instructional effectiveness based on formative feedback. Westwood Cyber High School teachers will be provided data-informed professional development opportunities based upon perception, demographic, student achievement, and staff evaluation data.

Westwood Cyber High School is committed to providing high-quality, job-embedded professional development that is knowledge-centered.

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To achieve positive change in educator practice, teachers need opportunities to observe, model, and practice new and effective strategies in content instruction. Reflective, ongoing professional inquiry provides insight into the concrete challenges involved in teaching and learning specific subject matter.

Westwood Cyber High School will provide high-quality, job-embedded professional learning that is community-centered. Teachers will work collaboratively to seek and share learning and to act on their learning with their goal being to enhance their effectiveness as professionals for students' benefit. Teachers will explore topics and solve problems.

Assessment-centered high-quality, job-embedded professional development will be provided to Westwood Cyber High School staff. Staff will participate in data dialogues to discuss student achievement on assessments. Together the group will formulate what the evidence from the data shows about student learning and discuss teaching approaches to improve student achievement. The information learned through data dialogues will be used to identify areas of professional development for teachers.

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

It is a major challenge to keep at-risk students engaged at all times.

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

- Increase teacher content skills and knowledge
- Provide a rigorous and consistent curriculum and instruction model aligned to the Common Core State Standards and statewide, local assessments and college and career readiness.
- Promote student ownership and responsibility for learning

What are the challenges you noticed based on student attendance?

Our major attendance challenges are students who are not compliant with Section 5-0-B of the Pupil Accounting Manual, which requires students to log-in to the provider 10 out of 30 days.

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

Student probationary measures have been taken to address these challenges.

Student Achievement Data for All Students

This area includes data questions.

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

English has the highest level of student achievement.

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

Reading and Writing shows positive trends in performance.

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

None

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

Higher Social Studies scores were noticed among the top 30% of students.

What factors or causes contributed to improved student achievement?

The pedagogical foundation of Westwood Cyber High School is Project Based Learning. Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects are carefully planned, managed, and assessed to help students learn key academic content and create high-quality, authentic products and presentations. Project based learning allows students to gain a deeper understanding of the concepts and standards at the heart of a project.

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

Student projects allow students to address community issues, explore careers, interact with mentors, use technology, and present their work to audiences beyond the classroom. Project Based Learning can motivate students who might otherwise find school boring or meaningless.

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

Science has the lowest levels of student achievement.

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

Science and Math show a negative trend in achievement.

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

Math, Reading, Science, Social Studies, and Writing.

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

Significantly lower test scores in the content areas of Reading, Science, and Social Studies.

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

The need for additional Lab assistance for the Bottom 30%.

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

Students in the Bottom 30% attended Lab less than other students.

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

Westwood Cyber High School provides student assistance outside of the Lab in the form of live online assistance 24 Hours a day. An Overnight Mentor is available from 11 p.m. to 5 a.m. daily. Also, content area Experts are available online at various scheduled times during the day.

Subgroup Student Achievement

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Math and Science

How do you know the achievement gap is closing?*

Westwood Cyber High School provides more remedial teaching of content standards in Math and Science. We are doing this by offering workshop classes daily in the learning lab. Also, we are helping to breakdown the proficiencies and explain them in a more logical way.

What other data support the findings?

Student credit earned.

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

We are offering more remedial guidance to students struggling in Math and Science areas. We are also offering workshop sessions for additional learning gains.

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

Increase in student credit totals.

What actions could be taken to continue this positive trend?

Continue our use of Project Based Learning to keep students engaged at all times.

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

Response:

- None

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

Response:

- None

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

N/A

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

N/A

What other data support the findings?*

N/A

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

N/A

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

N/A

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

N/A

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

Students in these are have a tendency to score lower that the school aggregate.

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.)?

Students with disabilities work with their assigned project manager who informs them of program assistance, special assistance, as well as IEP goals and accommodations.

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

Students with disabilities work with their assigned project manager who informs them of program assistance, special assistance, as well as IEP goals and accommodations.

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

We require our students to attend the Cyber learning lab for at least two hours per week so students can receive in person guidance from highly qualified, state certified teachers. These Lab Mentors are available by appointment and walk-in basis to provide students with one-on-one assistance with assignment completion, assignment revisions, and project research. While at the learning lab, we can devote individualized attention to students, support an increase in student self-confidence, and provide a self-paced learning environment. Also, Lab Mentors host workshops and training sessions for students to attend on a weekly basis. This provides students with an opportunity to meet and collaborate with other students from the online learning environment. In addition to the learning lab, Westwood Cyber High School provides live online assistance from a Mentor 24 hours a day. An Overnight Mentor is available from 11 p.m. to 5 a.m. daily to assistance our students who prefer working on assignments during the wee hours. The learning lab is located at 25824 Michigan Avenue, Inkster. It is open Monday through Thursday from 8 a.m. to 6 p.m. and on Friday from 8 a.m. to 5 p.m.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

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

Students and parents are informed of all Extended Learning Opportunities through our online learning environment.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	0.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	11.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	53.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	19.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Diverse years of experience among teaching staff will increase student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	0.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	0.0

What impact might this data have on student achievement?

Low absences among teaching staff will increase student achievement.

Perception Data - Students

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

Westwood Cyber High School creates an educational environment where teaching and learning takes place 365 days a year, 24 hours a day and positively respond to the academic needs of individual students which is the area of highest overall level of satisfaction among students.

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

Westwood Cyber High School provides a safe and secure environment in which students are encouraged to succeed without the fear of failure. We exceed most cyber schools by providing differentiated instruction and unique learning opportunities with flexible, supportive, and yet, non-traditional setting which is a positive trend toward increasing student satisfaction.

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

Currently, there is not a low overall level of satisfaction among students at Westwood Cyber High School.

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

Currently, there is not a low overall level of satisfaction among students at Westwood Cyber High School.

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

Flexible, supportive, and yet, non-traditional educational setting are possible causes for the patterns identified in student perception data.

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

None.

Perception Data – Parents/Guardians

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

Parents feel the school offers a good alternative to regular school instruction.

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

Parents feel the school does help support their family and their students needs and that we offer many opportunities for achievement.

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

Parents feel that more communication from the Project Manager is needed regarding their student's academic achievement.

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

Parents are pleased that starting in the 2013-14 school year Westwood Cyber High School will utilize PowerSchool as a tool to improve communication between Project Managers and parents.

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

Possible causes for the patterns identified in the parent/guardian perception data was difficult student data system used in previous school years.

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

Parents are pleased that starting in the 2013-14 school year Westwood Cyber High School will utilize PowerSchool as a tool to improve communication between Project Managers and parents.

Perception Data – Teachers/Staff

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

The highest level of satisfaction among teachers/staff is the uniqueness of Westwood Cyber High School which provides opportunities for flexible work conditions. All Mentor and Expert positions (teachers) are part-time online positions where staff members fulfill their employment obligations from home. This allows staff the flexibility and opportunity to service students multiple times through out the weekday, weekends, and holidays.

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

Continuing to provide opportunities for flexible work conditions has shown a trend toward increasing teacher/staff satisfaction.

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

Currently, there is not a low overall level of satisfaction among teachers/staff at Westwood Cyber High School.

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

Currently, there is not a low overall level of satisfaction among teachers/staff at Westwood Cyber High School.

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

The uniqueness of Westwood Cyber High School and flexible work conditions for staff members are causes for the patterns identified in staff perception data.

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.

Our reporting system allows both students and parents to have access in order to view student progress as well as the Michigan Merit Curriculum standards which they have earned and which they are still working toward. All staff members have access in our reporting system to the Michigan Merit Curriculum standards for each subject area and grade level. Our live professional learning community offers a place to share all aligned curriculum documents with all staff members for discussions, clarifications and suggestions.

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

Our experts use Project Based Learning in order to present the standards to the students. The Common Core State Standards in all subject areas are used as the framework for all projects. The reporting system allows the experts to see standards for each subject area in order to create cross- content/grade-level projects for the students. The projects are posted within a Live Learning Community for all students to access. The posting of the projects also allows for experts to discuss further content related opportunities for students across grade-levels. Our live professional learning community allows for experts to discuss content area opportunities for all students.

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	N/A (our school does not have grades 1-5)	

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.	No		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A (our school does not have grade 8)	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

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	Yolanda Williams-Davis, Human Resources Management Officer, (313) 565-3860	

School Improvement Plan

Westwood Cyber High School

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 Cyber High School uniqueness provides opportunities for parents and students to work together on the six practices: 1. Parenting Skills 2. Communication 3. Volunteering 4. Learning at home 5. School-Level Decision-Making and Advocacy 6. Collaboration with the Community	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

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](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.

	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, 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.	Adopted policy, fully implemented	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.	Yes	N/A

School Improvement Plan

Westwood Cyber High School

	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, but not 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	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.	No	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.	59 minutes or less at elementary level, 105 minutes or less 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.	No	N/A

School Improvement Plan

Westwood Cyber High School

	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.	No	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, 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, 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.	Yes	N/A

School Improvement Plan

Westwood Cyber High School

	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.	Yes	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, fully implemented	N/A

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

School Improvement Plan

Westwood Cyber High School

	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

Chemistry Plan

Overview

Plan Name

Chemistry Plan

Plan Description

Program Director will oversee scheduling and implementation of initial staff development and the development of the online learning community to support project-based learning instruction.

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	All students at Westwood Cyber High School will raise their marked level of proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will work towards developing fundamental science concepts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will represent and analyze a variety of problem solving skills in real-world scenarios using words, graphs, and equations.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Westwood Cyber High School will raise their marked level of proficiency in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Eleventh and Twelfth grade students will demonstrate a proficiency an increase in Chemistry skills. in Science by 08/31/2013 as measured by The score of students on ACT will increase from 16.0 (11-12) to 16.5 by the end of the 2012-13 school year..

Strategy 1:

Chemistry - All mentors and science experts will implement Chemistry through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources and on-line Chemistry lab opportunities. Also, all Chemistry content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Strategy Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Westwood Cyber High School

All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)	Professional Learning			09/01/2012	08/31/2013	\$0	General Fund	Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert
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Goal 2: All students will work towards developing fundamental science concepts.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate a proficiency in Fundamental Science Concepts in Science by 08/31/2013 as measured by the percentage of students in the mobility cohort proficient on the MME will increase from 2% (11-12) to 12% by the end of the 2012-13 school year..

Strategy 1:

Fundamental Science Concepts - All mentors and science experts will implement Fundamental Science Concepts through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources. Also, all Science content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education. Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Strategy Tier:

School Improvement Plan

Westwood Cyber High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)	Professional Learning			09/01/2012	08/31/2013	\$0	General Fund	Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert

Goal 3: All students will represent and analyze a variety of problem solving skills in real-world scenarios using words, graphs, and equations.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in PBL Math in Mathematics by 08/31/2013 as measured by the percentage of students in the mobility cohort proficient on the MME will increase from 0% (11-12) to 10% by the end of the 2012-13 school year..

Strategy 1:

PBL Math - All mentors and math experts will implement PBL Math through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources. Also, all Math content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education. Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

School Improvement Plan

Westwood Cyber High School

Strategy Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)</p>	Professional Learning			09/01/2012	08/31/2013	\$0	General Fund	<p>Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Christian Trombetta, Math Expert</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)	Professional Learning			09/01/2012	08/31/2013	\$0	Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Christian Trombetta, Math Expert

School Improvement Plan

Westwood Cyber High School

<p>Professional Development</p>	<p>All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)</p>	<p>Professional Learning</p>			<p>09/01/2012</p>	<p>08/31/2013</p>	<p>\$0</p>	<p>Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert</p>
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School Improvement Plan

Westwood Cyber High School

<p>Professional Development</p>	<p>All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)</p>	<p>Professional Learning</p>			<p>09/01/2012</p>	<p>08/31/2013</p>	<p>\$0</p>	<p>Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert</p>
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Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Fundamental Science Concepts

Overview

Plan Name

Fundamental Science Concepts

Plan Description

Program Director will oversee scheduling and implementation of initial staff development and the development of the online learning community to support project-based learning instruction.

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	All students at Westwood Cyber High School will raise their marked level of proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will work towards developing fundamental science concepts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will represent and analyze a variety of problem solving skills in real-world scenarios using words, graphs, and equations.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Westwood Cyber High School will raise their marked level of proficiency in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Eleventh and Twelfth grade students will demonstrate a proficiency an increase in Chemistry skills. in Science by 08/31/2013 as measured by The score of students on ACT will increase from 16.0 (11-12) to 16.5 by the end of the 2012-13 school year..

Strategy 1:

Chemistry - All mentors and science experts will implement Chemistry through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources and on-line Chemistry lab opportunities. Also, all Chemistry content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Strategy Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Westwood Cyber High School

All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)	Professional Learning			09/01/2012	08/31/2013	\$0	General Fund	Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert
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Goal 2: All students will work towards developing fundamental science concepts.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate a proficiency in Fundamental Science Concepts in Science by 08/31/2013 as measured by the percentage of students in the mobility cohort proficient on the MME will increase from 2% (11-12) to 12% by the end of the 2012-13 school year..

Strategy 1:

Fundamental Science Concepts - All mentors and science experts will implement Fundamental Science Concepts through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources. Also, all Science content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education. Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Strategy Tier:

School Improvement Plan

Westwood Cyber High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)	Professional Learning			09/01/2012	08/31/2013	\$0	General Fund	Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert

Goal 3: All students will represent and analyze a variety of problem solving skills in real-world scenarios using words, graphs, and equations.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in PBL Math in Mathematics by 08/31/2013 as measured by the percentage of students in the mobility cohort proficient on the MME will increase from 0% (11-12) to 10% by the end of the 2012-13 school year..

Strategy 1:

PBL Math - All mentors and math experts will implement PBL Math through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources. Also, all Math content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education. Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

School Improvement Plan

Westwood Cyber High School

Strategy Tier:

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Westwood Cyber High School

<p>Professional Development</p>	<p>All instructional staff will receive ongoing, job-embedded professional development on using project-based learning techniques. Also, other professional development opportunities will be made available throughout the remainder of the school year. Sessions will include: MATH/SCIENCE MME/ACT TRAINING for Math and Science Experts on the content and structure of the ACT and MME. Development of Science and Math ACT Preparation Workshops for students. (November 2012); STANDARD PROJECT FORMATTING AND ORGANIZATION will include discussion and instruction on improving projects by following a wide common format, adding informative and engaging resources, and providing scaffolding. (April 2013); TURNING CURRICULUM STANDARDS INTO CREATIVE AND ENGAGING PROJECTS will cover how to read and understand curriculum standards. Tips on how to take a standard and create projects that provide scaffolded learning experiences that are engaging for students. (April 2013); WEB 2.0 RESOURCES FOR EDUCATORS is an introduction to and exploration of web tools and resources to engage students and improve learning outcomes. (May 2013); and SUBJECT AREA CURRICULUM IMPROVEMENT PLAN will cover the evaluation of development and new curriculum - staff input on positive changes and areas to continue to improve. Creation of a Plan to continue to improve and structure our curriculum. Focus on scaffolded learning and content mastery. (June 2013)</p>	<p>Professional Learning</p>			<p>09/01/2012</p>	<p>08/31/2013</p>	<p>\$0</p>	<p>Hilliard Hampton, Director; Heather Jones, Instructional Coach and Assessment Coordinator; Grace Carpenter, Content Area Specialist; Rosa Curtis - Science Expert</p>
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School Improvement Plan

Westwood Cyber High School

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Progress Notes

Type	Name	Status	Comments	Created On	Created By
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PBL Math

Overview

Plan Name

PBL Math

Plan Description

Program Director will oversee scheduling and implementation of initial staff development and the development of the online learning community to support project-based learning instruction.

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	All students at Westwood Cyber High School will raise their marked level of proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will work towards developing fundamental science concepts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will represent and analyze a variety of problem solving skills in real-world scenarios using words, graphs, and equations.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Westwood Cyber High School will raise their marked level of proficiency in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Eleventh and Twelfth grade students will demonstrate a proficiency an increase in Chemistry skills. in Science by 08/31/2013 as measured by The score of students on ACT will increase from 16.0 (11-12) to 16.5 by the end of the 2012-13 school year..

Strategy 1:

Chemistry - All mentors and science experts will implement Chemistry through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources and on-line Chemistry lab opportunities. Also, all Chemistry content have transitioned to Common Core.

Research Cited: Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Mupanduki, B. T. (2009). The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California. Azusa Pacific University: Department of Doctoral Studies in Education.

Strategy Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Westwood Cyber High School

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Goal 2: All students will work towards developing fundamental science concepts.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate a proficiency in Fundamental Science Concepts in Science by 08/31/2013 as measured by the percentage of students in the mobility cohort proficient on the MME will increase from 2% (11-12) to 12% by the end of the 2012-13 school year..

Strategy 1:

Fundamental Science Concepts - All mentors and science experts will implement Fundamental Science Concepts through our online, project-based learning community. Mentors will focus differently on their use of project-based learning with the use of additional online resources. Also, all Science content have transitioned to Common Core.

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Strategy Tier:

School Improvement Plan

Westwood Cyber High School

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Westwood Cyber High School

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