



# **School Improvement Plan**

Westwood Alternative Education

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. <br><br> 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 Alternative High School services about 90 students a year. The school is located in a suburban community in an office building. The school is located in a low socio-economic area. There is a high unemployment rate and rising crime rate. The demographic make up of the students is predominately African American with a small population of Caucasian, Arab, and Mexican. The school has had zero turn over rate in the last three years. The school has employed four teachers that are highly qualified to service 90 students. Some challenges that the school faces is a high transient student population. Low parental involvement, students that are severely credit deficient, and students that work below expected grade level due to credit deficiency.

## **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 mission is to serve students that are at risk in a "typical" 6-12 school population. The vision of our school is that all students have value; can learn; can develop their inherent talents and can become contributing members of society. Our strategy is to provide an alternative high quality and cost effective competency-based curriculum in a nurturing setting using an individualized student centered technology driven delivery system with a low student teacher ratio.



## **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.**

The schools graduation rate has increased over the last 3 years to 95% this year. The school has also increased student retention with current students. The school needs to find successful strategies to improve student attendance. The staff is working to find new methods to incorporate into lessons to raise student achievement on state standardized assessments

## **Additional Information**

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

Students often express how much they like attending this school because of the small class size and the individualized attention they receive from the teachers and staff.

# **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.**

Stakeholders were send invitations to join the committee. Stakeholders include teachers, director, and principal. Stakeholders informed each other what their schedules were and meeting were planned accordingly. At the initial meeting stakeholders were informed of their roles.

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

Stakeholders groups comprised of teachers, director, and principal. Stakeholders shared all responsibilities and worked together on all sections of the school improvement plan.

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

At school improvement planning meetings, stakeholders communicated the progress of each section of the plan. Stakeholders met twice a month to work on the school improvement plan. Each meeting began with an overview of the progress on the plan.

# 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?**

The school keeps a 10:1 ratio and enrollment is capped at 90 students.

### **How do student enrollment trends affect staff recruitment?**

Staff has remained steady and has had zero turnover. There has been no recruitment over the past 6 years. The school keeps a 10:1 student teacher ratio and is capped at 90 students.

### **How do student enrollment trends affect budget?**

The budget is based off of the 90 student cap. The enrollment numbers has stayed the same from year to year.

### **How do student enrollment trends affect resource allocations?**

There has been no affect on resource allocations because student enrollment has stayed steady at the 90 student capacity.

### **How do student enrollment trends affect facility planning and maintenance?**

The budget plan for facility and maintenance has stayed the same based on the 90 student cap. We have maintained the 90 student capacity.

### **How do student enrollment trends affect parent/guardian involvement?**

Parent/involvement has not been affected by the student enrollment. Our enrollment has stayed steady at 90 student capacity.

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

Our professional learning is based on the needs of our student population. Enrollment trends have not affected professional learning/public relations.

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



Be able to meet the needs of a diverse student population. Students who travel to our school from outside the district can have difficulties with reliable transportation.

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

Our school has been able to provide bus vouchers and work with families to place student in best school session to meet their needs.

**What are the challenges you noticed based on student attendance?**

Low parental involvement calling school to inform of an absence. Stressing the importance of school to both student and parent.  
Transportation with getting students to school and home.

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

Have face to face meetings with parents and student to stress the importance of attendance. Have parents and students sign attendance contracts. Work with parents and students to find a session that works for them. Provide bus vouchers when needed.

## **Student Achievement Data for All Students**

This area includes data questions.

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

Based on our entrance and exit exam students gained the most skills in basic mathematic calculations.

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

based on our entrance/exit exam students show a positive trend in basic mathematic calculations.

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

Due to the students previous academic achievement our students work below the state achievement target of performance. Students come to our school to learn basic skills and attempt to get to grade level expectations.

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

They lack the basic skills required in each content area. They are working towards meeting content expectations.

### **What factors or causes contributed to improved student achievement?**

Learning the basic skills they may have been lacking in content areas. Working closely with staff to gain new knowledge and build on previous knowledge.

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

The school gives a reading and math test to track student knowledge every 6 weeks. Also student grades increase as the year progresses.

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

The lowest levels are in high math calculations, reading, and writing.

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

The content area that has a negative trend in achievement is writing.

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

All content area is below the state target of performance.

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

Students have had low parental involvement in their education. Low attendance has affected their performance. Students who have attended several schools over the course of their education has had a negative impact. Student behavior has also impacted student achievement.

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

Students have had low parental involvement in their education. Low attendance has affected their performance. Students who have attended several schools over the course of their education has had a negative impact. Student behavior has also impacted student achievement.

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

Staff has reviewed student files from previous schools. Staff has had parent/teacher meetings to discuss student achievement. Staff has had student/teacher meetings to discuss achievement.

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

Work one on one or in small groups with students. Encourage parents to be involved in the learning process. Encourage students to be proactive in their academic success. Have staff keep closer contact with parents and students.

## 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?\***

None, the subgroups have stayed the same.

**How do you know the achievement gap is closing?\***

The achievement gap isn't changing due to test scores.

**What other data support the findings?**

Attendance records, grades, and behavior reports.

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

none the gap is not changing.

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

none the gap isn't changing.

**What actions could be taken to continue this positive trend?**

we need to improve student achievement to close the gap by increasing parental involvement, increasing student attendance, increasing student behavior, and student achievement.

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

**Response:**

- African American or Black
- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**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?\***

All content areas are affected.

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

The gap has stayed steady over the years. Based of attendance records, behavior records, and test scores.

**What other data support the findings?\***

Based of attendance records, behavior records, and test scores the gap has stayed steady.

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

Based of attendance records, behavior records, and test scores the gap has stayed steady.

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

Based of attendance records, behavior records, and test scores the gap has stayed steady.

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

encourage parents to be more involved in the educational process of their child. Encourage students to be involved in their educational process. Encourage positive behavior in students. Have conversations about the importance of an education with parents and students. Have more one on one and small group time between teachers and students.

**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.)?**

Work very closely with the school district to ensure that all the needs of each child is met.

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

Our school is the support service for "at risk" students. Students are referred to the school from their previous school district.

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

The school provides tutoring for students in need.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	17.0

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

School sends out information to parents to inform them of any Extended Learning Opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	3.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.0

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

**What impact might this data have on student achievement?**

Experience in helping the at risk student population. Has helped improve student attendance and slowly helping to improve student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	3.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	10.0

**What impact might this data have on student achievement?**

The impact is negligible due to low teacher absences.

## **Perception Data - Students**

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

Students really like the small classroom setting and the low student teacher ratio.

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

Student have increased their attendance compared to their previous school.

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

Students do not like the high stake tests that are required.

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

Students no not like taking the high stake tests that are required.

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

Students don't like to be tests and feel that their skills are not adequate for the tests. Students don't understand the need of the tests.

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

To increase student knowledge and explain the need for standardized testing.



## **Perception Data – Parents/Guardians**

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

The small school setting.

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

Low student teacher ratio.

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

The staff continuously contacting parents regarding student behavior, attendance, and performance.

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

The staff continuously contacting parents regarding student behavior, attendance, and performance.

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

Low parental involvement. Parents do not return phone calls or respond to letters. Parents are no shows at scheduled meetings.

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

Upon enrollment staff will inform parents of the parental involvement expectations. In order for their child to be enrolled in our school. Staff will continue to make phone calls home, send letters, and set of meetings.

## **Perception Data – Teachers/Staff**

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

The small classroom setting.

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

The continued low teacher/student ratio.

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

Low parental involvement and lack of student achievement.

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

Low parental involvement and lack of student achievement.

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

parents not responding to various teacher communication.

## 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.**

Due to the small size of the school all stakeholders are involved in the decision making process regarding curriculum instruction. Stakeholders work together to increase student achievement through various means.

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

Teachers have had professional development. Lesson plans are being created around the common core. Lesson plans are reviewed to ensure that they are meeting common core standards.

# 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	

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		

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

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	Yes we are in compliance.	

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	Heather Achtemeir 847-247-6600 Human Resources	

# School Improvement Plan

Westwood Alternative Education

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.	No	N/A	

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).	No		

# Student Success



## Overview

### Plan Name

Student Success

### Plan Description

To increase student success rates by getting parents more involved, increasing student grade levels in math, improving student reading levels.

## 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	Every student can succeed with the right instruction in the right environment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All students at Westwood Alternative High School will improve one grade level on the math portion of the Star Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Students who read below grade level will increase their reading grade level by at lease one grade.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Every student can succeed with the right instruction in the right environment.

### Measurable Objective 1:

collaborate to Work in teams of two in order to give students more one on one time with an educator to help them succeed in school by 06/25/2014 as measured by Student attendance, classroom participation, and grades. .

### Strategy 1:

Parent Communication - We will get parents involved in their child's education. We will discuss with parents the importance of attendance on a daily basis. Also we will discuss parent's and student's attitudes toward the educational process and the students past school performance. By getting the parents and students involved from the first day of school may change any negative feelings and attitudes about education and the schools. By changing attitudes and getting the parent more involved it will lead to student success.

Research Cited: Epstein, J. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools Boulder CO Westview

Strategy Tier:

Activity - Getting Parents Involved	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To communicate with parents and students.	Parent Involvement			09/03/2013	06/25/2014	\$0	No Funding Required	School director and teaching staff.

## Goal 2: All students at Westwood Alternative High School will improve one grade level on the math portion of the Star Assessment.

### Measurable Objective 1:

A 75% increase of All Students will demonstrate a proficiency In grade level expectations. in Mathematics by 06/27/2014 as measured by comparing the individual scores from the entrance assessment to exit assessment. .

### Strategy 1:

Differentiated math instruction - Teachers will try to reach students that are at different levels of math abilities. Students will be given a survey to determine their abilities and their attitudes about math. The teacher will be given a survey and an observation check list. Students will be administered a pre-test and post-test for each new unit. Students that score proficient can be a student tutor to those students that scored non-proficient. After teacher instruction students will work in their pairs on practice activities. To support student learning lessons will be differentiated and use Gardner's Multiple Intelligences theory.

Research Cited: Ellis, Daniel K.; Ellis, Kerry A.; Huemann, Linda J.; Stolarik, Elizabeth A. (2007). Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students.

Strategy Tier:

Activity - Train Teachers to Administer the Star Math Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to administer the math portion of the Star assessment and interpret the results	Professional Learning			09/03/2013	06/26/2014	\$0	No Funding Required	The Director

### **Goal 3: Students who read below grade level will increase their reading grade level by at least one grade.**

**Measurable Objective 1:**

A 75% increase of All Students will demonstrate a proficiency Reading in English Language Arts by 06/26/2014 as measured by the students entrance assessment and exit assessment.

**Strategy 1:**

Project improve reading - Students will engage reading using the Reading Plus program 4 days a week for 30 minutes. Reading plus will work on a students fluency, comprehension, and word knowledge. Students will be given a placement assessment to determine the Reading Plus level they will start with. Lessons and strategies will be assigned to each grade level to help improve reading grade levels.

Research Cited: Reutzel R, Petscher Y, and Spichtig A, Exploring the value-added of a guided, silent reading

intervention: Effects on struggling third-grade students' reading achievement, (2011)

Strategy Tier:

Activity - Implementing Reading Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on how to implement and understand diagnostics of Reading Plus.	Professional Learning			09/03/2013	06/26/2014	\$0	No Funding Required	The director

## 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
Implementing Reading Plus	Teacher training on how to implement and understand diagnostics of Reading Plus.	Professional Learning			09/03/2013	06/26/2014	\$0	The director
Getting Parents Involved	To communicate with parents and students.	Parent Involvement			09/03/2013	06/25/2014	\$0	School director and teaching staff.
Train Teachers to Administer the Star Math Assessment	Teachers will learn how to administer the math portion of the Star assessment and interpret the results	Professional Learning			09/03/2013	06/26/2014	\$0	The Director