



District Improvement Plan

Westwood Community Schools

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Dearborn Heights, MI 48125-1189

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Westwood Community School District, located within the communities of Dearborn Heights and Inkster, is a working class urban community. There are two Elementary Schools (Daly and Thorne), grades K through 5 each with a pre-school program. There is one Middle School (Tomlinson), grades 6-8; one traditional High School (Robichaud), grades 9-12; and one New Tech High School, grades nine and ten (to be expanded one grade each year until it reaches 9-12). There is also one Alternative High School (Ombudsman), grades 9-12; and a new, very innovative Cyber High School, serving grades 9-12. Over 80% of Westwood students are eligible for free lunch - significantly higher than the statewide average. Westwood is a small suburban district with a total population of 2,675 in kindergarten through grade 12th grade students and 150 highly qualified teachers.

As of the Fall 2010 Student Count Day, the District's two Elementary schools have a total K-5 student population of 819, while Tomlinson Middle School (6-8) has 411 students. Our traditional High School, Robichaud (9-12) has 455 students; New Tech High School (9-10) has 188 students; the Ombudsman Alternative High School (9-12) has 89 students; and Cyber High School (9-12) has 713 students. Westwood also operates a Great Start Readiness Program (GSRP) pre-school servicing 86 four-year-old resident students.

Poverty and Low Income Status

The most recent census data available (2010) indicates that 46.6% of our students live in single parent households and 38.9% are from families with children under 18 years of age living in poverty. Only 38.8% of the adult population are high school graduates or equivalent. The ethnic/racial breakdown is 68% Black, 28% White, 3% Hispanic, and 1% American Indian, Hawaiian/Pacific, and Asian combined.

The 2,675 Westwood Community Schools students are primarily from three cities: Inkster (979 or 37%), Dearborn Heights, (674 or 25%), and Detroit (546 or 20%). The City of Inkster can be described as a highly distressed urban environment of approximately 30,000 people. The statistics for poverty, crime and education all reflect a community facing significant challenges. According to the 2000 US Census figures, the family poverty rate in Inkster (15.2%) is double that of the State of Michigan (7.4%). In Inkster, 28.48% of children are living in poverty. Eighty percent of children attending Westwood Schools are eligible for free or reduced-price school lunch. Seventy-eight percent of students attending Daly Elementary receive free or reduced lunch, as do 86% of students attending Thorne Elementary, 88% of students at Tomlinson Middle, 71% of students at Robichaud High, and 70% at New Tech High.

As demonstrated by the number of students eligible for free or reduced school lunches, 80% of students attending Westwood Schools are economically disadvantaged. This percentage is significantly above the average of 29.3% in Wayne County as a whole. Comparing all households in the District, the median income of families living within the Westwood School District boundaries is \$39,278. This income places Westwood below both the county (\$44,199) and state (\$42,110) averages and places Westwood at the 43.3 percentile in the State.

System's Purpose

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

Westwood Community School District's mission is, "Working Together to Prepare Students to Succeed in a Competitive Society". Since 2010 the Westwood strategic plan, and the District and school improvement plans are focused on developing an educational system that is dedicated to teaching and learning. Westwood stakeholders consisting of board members, administrators, teachers, support staff, parents, students and community review the mission, visions, belief statements, and student and teacher data annually to ensure that the District and school plans are focused on high expectations for the growth of all students.

Notable Achievements and Areas of Improvement

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

Westwood celebrates many Points of Pride including:

District Accreditation - Robichaud has received accreditation through AdvancED in 2011-2012. This accreditation boosts our ongoing efforts to provide our students with the high level of educational excellence they deserve.

Dual Enrollment - Robichaud and New Tech students may participate in a Dual Enrollment partnership the District has with the University of Michigan-Dearborn. These select students are earning college credit and getting a college experience while still in high school.

Education Excellence - Westwood Cyber High School is a Michigan Association of School Boards "Education Excellence" Award recipient in recognition for improving student achievement in spite of the numerous challenges at-risk and special education students face.

STEM - The District's Science, Technology, Engineering and Math (STEM) Program is offered at the elementary, middle and high school levels.

Academy of Engineering - The Robichaud Academy of Engineering (AOE) began this year with forty-eight 10th grade students and looks forward to expanding into a four-year program that includes 9th graders next school year.

Cipriano Award - The Business Office received the 1st Cipriano Award for fewest and lowest cost worker's compensation claims.

Safe & Supportive Schools - Robichaud participates in the Safe and Supportive Schools Initiative and will participate in a national pilot for the Think-Respect Project.

Enrollment is Up - This year we have seen a spike in our youngest population as elementary enrollment is up. Overall enrollment numbers have remained stable over the past few years.

Community Outreach - The addition of a community liaison has increased the connection with students, parents and the community at large as well as providing volunteer opportunities for our students. Highlighted events and opportunities this year include: Westwood Family Fun Night, Winter Blast, holiday caroling, cards for soldiers, Thanksgiving baskets, clothing drives, garden club, job shadowing, Rotary, RYLA youth leadership conference, monthly soup kitchen volunteering and a student mentorship program.

Washington, DC - Westwood students visited Washington, DC to witness the second Inauguration of President Barack Obama. While there, they also visited other popular landmarks such as the Lincoln Memorial, Arlington National Cemetery and the new Martin Luther King, Jr. sculpture. Students described it as an event they will never forget.

MEAP Scores - MEAP scores are up this year in the following areas: 4th grade reading, math and writing; 6th grade reading and social studies; 7th grade writing and 8th grade reading, math and science.

Financial Stability - Since inheriting an over \$8 million deficit, this Administration has slashed over \$3 million in expenses effectively

stabilizing the financial state of the District.

iPad Initiative - Instruction has been enhanced with the implementation of an iPad initiative, putting this powerful piece of technology in the hands of students at every grade level including Administrators and teachers.

Smart Boards Improve Instruction - Smart Boards have been installed in many classrooms across the District improving instruction and increasing student interaction.

Westwood is a New SCECH Site - Westwood is now a designated State Continuing Education Clock Hours (SCECH) site. With this designation, the District will host training and professional development sessions for educators allowing participants to earn credit.

Exit Survey - The District is conducting an Exit Survey of our former families to learn why they have chosen to leave Westwood. The District will also conduct a survey of our current student population to learn where they intend to attend school next academic year.

Digital Learning Day - New Tech and Cyber will participate in Digital Learning Day. Digital Learning Day celebrates innovative teaching and practices that make learning more practical, personalized and engaging for students with a goal of helping them realize the importance of technology in their lives.

Dropout Challenge - Robichaud and Cyber are participants in the MDE Superintendent's Dropout Challenge (SDC) for Priority and Focus Schools. This program involves selecting 10-15 students at each grade level who display risk factors for dropping out of school and involving those students in a program with a caring adult who will work with that student to prevent dropout from occurring.

Teacher Evaluation Process Streamlined - Administrators have two powerful tools for doing State-approved, quality evaluations of their staffs with the integration of STAGES and TeachScape assessment tools.

Partnership with Starfish - Westwood's partnership with Starfish Family Services has grown over the past several years, increasing our capacity to meet the needs of our families. Starfish currently operates afterschool programs at the middle and high school levels and is considering expanding to include lower grades as well.

Reading Recovery - The Oakland University i3 Reading Recovery grant is providing support to three teachers through an OU mentor leader. This program helps to support early learning literacy in primary grades.

Everyday Math - The research-based, nationally-recognized Everyday Mathematics program has been piloted in our K-3 elementary schools.

MASB Hosts - Westwood played host to the Michigan Association of School Board (MASB) Annual Awards Banquet this year.

MDE Accountability Tour - The MDE Accountability Tour visited Westwood this year, including all Wayne County Superintendents

New Phones - New Cisco telephones have been installed in every classroom as well as the Central office, improving communication and eliminating over 200 unused phone lines.

Public Relations - Westwood is partnered with Student and Educator and the Student and Athlete, a daily online magazine with readership across the State.

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Championship Athletics - Our high school football team is the 2012 Western Wayne Athletic Conference Division Champs. All-state standout Darius Phillips signed a letter of intent to play football at Western Michigan University. Boys basketball is ranked 3rd in the State and expect to compete for a State Championship Title.

Coach James Hadley - The boys' and girls' tennis coach will be inducted into the Michigan Tennis Association's Coaching Hall of Fame. Coach Hadley is a retired Robichaud teacher who has been coaching for over 30 years.

Tyrone Wheatley - The Robichaud alum will be inducted into the Michigan Sports Hall of Fame this year. As a Bulldog, Wheatley led the football team to a state championship and is currently a running back coach for Syracuse University

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 is a small urban district that provides some of the same academic opportunities as surrounding larger districts. Our students have the opportunity for rigorous co-curricular activities, many athletic programs, and various enrollment offerings that provide our students with a choice of programs. Robichaud, a traditional high school and New Tech High School provide students with innovative learning environments. New Tech's project-based learning approach engages students in a dynamic, rigorous curriculum. Through extensive professional development and hands-on coaching, teachers evolve from keepers of knowledge to facilitators of rich, relevant learning. Additionally, Westwood Cyber High School (WCHS), is a year-round educational program offering constructive, project-based, online learning experiences for students. WCHS promotes 21st century skills including: collaboration, creativity, communication, and critical thinking. In 2012, WCHS received the MASB/Education Excellence Award and is currently Michigan's largest Cyber School. Westwood elementary, middle and high schools all offer science, technology, engineering, and mathematics (STEM) programs. We are proud of Westwood's entire staff who work tirelessly to provide every student the opportunity to exceed the expected.

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.

Westwood Community Schools administration, faculty, staff, parent and community stakeholder communicated on a regular basis through meetings, schools, emails. Throughout the planning process all stakeholder were invited to attend the meetings scheduled during year. WCS conducted monthly meeting for all stakeholder meetings. All stakeholders were presented with drafts copies of the plan for review and inputs.

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

Westwood Community Schools District Improvement Planning Stakeholder includes the following representatives: Central Administrator, Principals, Teachers, High School Student Representative and Parent and Community partners.

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

All stakeholders were presented with drafts copies of the plan for review and inputs. Stakeholder received hard copies of final plan. The stakeholders will be invited to participate in process if amendments, modification are necessary. The plan will be placed on district's website for view and download availability.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	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.	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 comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

Westwood Community School District Goal

Overview

Plan Name

Westwood Community School District Goal

Plan Description

Gap Statement: Students at middle school and high school perform below the target standards in the area of reading and writing on ACT, MME and MEAP at the middle and high school levels.

Cause for Gap: Student performance is directly affected by a lack of diagnostic assessment to support instruction and related intervention at the middle and high school levels; a lack of expectation and support across all content areas in the areas of reading and writing at these levels.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME, ACT, Work Keys, PLAN; EXPLORE data and district's assessments.

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	Student Goal Statement: Increase student achievement in social studies across all grade levels K-12 and demonstrate proficiency on MEAP and MME.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$20000
2	All Student Goal Statement: Increase student achievement in reading and writing (ELA) across all grade levels K-12 to be proficient on State assessments.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$510000
3	Student Goal Statement: Increase student achievement in mathematics across all grade levels K-12 and demonstrate proficiency on state and local assessments	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
4	Student Goal Statement: Increase student achievement in science across all grade levels K-12	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$50000

Goal 1: Student Goal Statement: Increase student achievement in social studies across all grade levels K-12 and demonstrate proficiency on MEAP and MME.

Measurable Objective 1:

A 100% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Male Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State and district assessments in Social Studies by 06/10/2014 as measured by MEAP, MME, EXPLORE, PLAN and schools and district Assesments.

Strategy 1:

Professional Development / Instructional Best Practices - Teachers and support staff will participate professional developoment activities aligned common core standards and GLCEs in Social Studies, to improve instructional practices to improvement student learning in all content areas, to implement social studies core, to support insruction to in ELA, Math, Science improving students in K-12 core academic skills. Teachers will provide extended learning time to students to improve ELA skills, by providing tutors, paraprofessional, and online tech tutorial for academic support in ELA classes to students in grades K-12 programs.

Research Cited: Project Lead the Way and New Tech research. EduTopia /PBL Research Summary: Studies Validate- Project Based Learning; Challenge 2000/SRI International ; Co-Connect / National Assessment of Educational

Strategy Tier:

Activity - Professional Development Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity Description: The instructional staff (Teachers and support staff)will use such reserach based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW), Student Intervention Referral Process (SIRF), Small learning Communities Concepts, Project Based Learning, Intergrating computer based technoloy across the ELA, Math, Science and Social Studies to enhance Reading/ELA.</p> <p>Schools: All Schools</p>	Professional Learning			08/01/2013	06/01/2014	\$10000	Title I Part A	Title I Administrator and School Principals

Measurable Objective 2:

A 95% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Female Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency MEAP, MME, PLAN, EXPLORE, School and District Assessments in English Language Arts by 06/01/2014 as measured by State, School and District assesments.

Strategy 1:

Extended learning in ELA - Teachers will provide extended learning time to students to improve ELA skills, by providing tutors and paraprofessional to daily tutorial

academic support in ELA classes to students in grades K-12 programs.

Research Cited: EcoNorth/Chalk Board Project:Extended Learning time has emerged as promising policy option over the last several years. Organizations such as Massachusetts 2020, the Center for American Progress, the Harvard Family Research Projects, the National Institute on Out-of-School Time, have clearinghouses of research. Extended Learning time is defined by the Center of America Progress as "The lengthening of the schoolday, school week, or school year for all students...to focus on the core academic learning and enrichment activities to enhance student success." Support from researchers such as: E. Rocha, Choosing More Time for Students: Why, What, and How of Expanded Learning (2007), D.P. Baker, Instructional Time and National Achievement(2004) and E. Silva, On the Clock: Rethinking the Way Schools Use Time,(2007).

Strategy Tier:

Activity - Professional Development / Instructional Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff (Teachers and support staff) will use such research based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW), Student Intervention Referral Process (SIRF), Small Learning Communities Concepts, Project Based Learning, Integrating computer based technology across the ELA, Math, Science and Social Studies to enhance Reading/ELA. Schools: All Schools	Academic Support Program			08/01/2013	06/30/2014	\$10000	Title I Part A	Title I Administrator, Principals

Goal 2: All Student Goal Statement: Increase student achievement in reading and writing (ELA) across all grade levels K-12 to be proficient on State assessments.

Measurable Objective 1:

A 95% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Female Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State, Schools and District Assessments in English Language Arts by 06/01/2014 as measured by State, School and District Assessments.

Strategy 1:

ELA-Computer Based Instruction - The instructional staff will improve student achievement in ELA and across the other core subject math, science and social studies by the integration of technology to enhance instruction in K-12 programs. That are aligned to the 'Common Core State Standards (CCSS). Includes: Computers, Web based Curriculum Crafts, SmartBoard, Cameras, and tech supplies, software and materials)

Research Cited: Integration of Technology;

National Educational Technology Standards (NETS) International Society for Technology in Education (ISTE)

Strategy Tier:

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Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity Description: Instructional staff will improve students' academic skills in ELA/Reading, Math, Science and Social Studies by integrating computer-based instruction. Schools: All Schools	Technology			08/01/2013	06/30/2014	\$30000	Other	Title I Administrator, School Principals, Technology Administrator and Staff

Strategy 2:

Grant Administrator - Director of State and Federal Grants Programs will be responsible for the grant administration and management for district wide programs and services.

Research Cited: The Michigan Association of State and Federal Program Specialists exists to organize, unify, and nourish an alliance of individuals and organizations concerned with Compensatory Education

NAFEPA members across the nation continue their involvement with the implementation of the No Child Left Behind Act (NCLB), the latest reauthorization of the 1965 Elementary and Secondary Education Act. NCLB was passed by the U. S. Congress in 2001 and signed into law by President George W. Bush on January 8, 2002. NAFEPA supports the adjustments to the law in determining adequate yearly progress for subgroups, state determinations of the highly qualified status of teachers, participation rates and other needed modifications. NAFEPA members continue to work with the U. S. Department of Education in regard to implementation of NCLB, and they provide important information about their successes with improving teacher quality.

Strategy Tier:

Activity - Grant Administrator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of State and Federal Grant Programs and support staff (secretary) will facilitate and manage the supplemental grants programs in coloboration with, district: Superintendent, School Board, central office staff,school instructional leaders, teachers, support staff and parents and community stakeholder. Appropriately using State and Federal Grant resources to support efforts to improve student achivement in ELA/Reading, Math, Science and Social Studies. Schools: All Schools	Other			08/01/2013	06/30/2014	\$65000	Title I Part A	Grant Administrator, Superintendent

Strategy 3:

Literacy/Math Teacher - The intructional staff will assist students in meeting the ELA/Marh objectives by using Reading /Literacy/MathTeachers to provide daily

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intervention and professional development to support daily instruction by using strategies in differentiated Instruction; and reading and writing across the curriculum (K-12).

Research Cited: Research reviewed to support use of the strategy and action plans:

Robert J. Marzano, Designing and Assessing Educational Objectives, 2000;

Richard Elmore, School Reform from Inside Out, Harvard Education Press 2004; Ben Mardell, Making Teaching Visible, Project Zero, 2003; Elizabeth City, Data Wise Harvard Education Research, 2005,

Research Reviewed on Extended Learning: Rocha, E. (2007). Choosing More Time for Students: The What, Why, and How of Expanded Learning. Center for American Progress; Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional Time and National Achievement: Cross-National Evidence. Prospects; Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector; Improving Student 7 Portland Public Schools. (2007). Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor. Portland: Portland Public Schools.

Research from Project Lead the Way, New Tech, Compass Learning, Project Based Learning, 2010

Strategy Tier:

Activity - Literacy/Math Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers, administrators and support staff will implement the following activities to improve students' literacy and math skills across the K-12 that will improve student performance in ELA, Math, Science and Social Studies on local, state and national assessments. by implementing the research based interventions: Literacy Teachers will support the following activities: Web based "Curriculum Crafters", READ 180, Project Lead The Way (PLTW), Compass Learning, Content Coaches, Extended Learning in ELA & Math (9-12), Professional Development to enhance instruction: Differentiated Instruction, Reading and Writing across the core curriculum, Data Driven Instruction, Data Analysis and Evaluation/Assessment, Computer Based Instruction and intervention programs. Using methods based on research: Choice Theory (Glasser), Marzano (Incentives initiatives for students and teachers, such as award recognitions. Professional development activities: Co-teaching, Inclusive Classrooms, Project Based Learning, Reading Across the Curriculum, Behavioral Intervention to Support Learning (SIR), Intervention plans, Science, Technology Engineering & Mathematics (STEM), after school tutorial programs and summer sessions.</p> <p>Schools: All Schools</p>	Academic Support Program			08/01/2013	06/30/2014	\$400000	Title I Part A	Grant Administrator, School Principals

Measurable Objective 2:

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A 95% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Male Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State, School and District Assessment in English Language Arts by 06/30/2014 as measured by State, School and District Assessments.

Strategy 1:

Intervention - The instructional staff will improve student achievement in ELA and across the other core subject math, science and social studies by the integration of technology to enhance instruction in K-12 programs. That are aligned to the 'Common Core State Standards (CCSS). Includes: Computers, Web based Curriculum Crafts, SmartBoard, Cameras, and tech supplies, software and materials).

Research Cited:

National Educational Technology Standards (NETS) International Society for Technology in Education (ISTE)

Strategy Tier:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will improve students academic skills in ELA/Reading, Math, Science and Social Studies by intergrating computer based instruction. Schools: All Schools	Technology			08/01/2013	06/30/2014	\$15000	Title I Part A	Title I Administrator, School Administrator and Technology Director and Staff

Goal 3: Student Goal Statement: Increase student achievement in mathematics across all grade levels K-12 and demonstrate proficiency on state and local assessments

Measurable Objective 1:

A 95% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Female Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State and school and district assesments in Mathematics by 06/02/2014 as measured by State, School and District Assessments.

Strategy 1:

Math Intervention - The teachers and support staff will improve student academic skills in math by implementing the intervention program Project Lead The Way to assist with with students in need of academic intervention in math and other core subjects (ELA, Science and Social Studies).

Research Cited: he reserach reviewed to support the strategy and action plan is consist with the research based intervntion programs to support student performance teacher instruction, Project Based learning, Extended Learning "Harvard Family Research Project; Massachusetts 2020, Center for American Progress, Association of Supervision and Curriculum Developmment,1998, Project Lead the Way, 2011.

Strategy Tier:

Activity - Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The teachers, instructional leaders (Principals, and support will participate in professional development activities that will be research based and proven to inform student achievement. The instructional staff will use implement the following programs to support instruction. Project Lead The Way, Project Based Learning methods, small learning communities (New Tech) and computer based instruction and software aligned to Common Core State Standards in math, and ELA, Science and Social Studies.</p> <p>Schools: All Schools</p>	Technology			08/01/2013	06/30/2014	\$15000	Title I Part A	Title I Administrator, Principals and Teachers

Goal 4: Student Goal Statement: Increase student achievement in science across all grade levels K-12

Measurable Objective 1:

A 95% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency State, School and District Assessment in Science by 06/30/2014 as measured by State, School and District Assessments.

Strategy 1:

Professional Development/ Instructional Best Practices -

Strategy Statement: The teachers and support staff will be receive reserach based professional development in various instructional methods to improve students achievement in scienceto enhance instruction that is also aligned with the Michigan Common Core State Standards and the GLCEs to improve student performance in science, math, ELA and social studies.

Research Cited: growing body of academic research supports the use of ongoing professional development for intructional staff. Provding instructional staff strategies way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects. Following reserach studies was reviewed on project-based learning:

British Math Study, by Jo Boaler, Associate Professor of Education,Stanford University 1997; Challenge 2000, SRI Internationa; The Center for Learning in Technology researchers, Bill Penuel, Effective School Research

Marzano

Strategy Tier:

District Improvement Plan

Westwood Community Schools

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers, school principals and support staff will participate in professional development activities that are researched based and supports the continue implementation of The New Tech Model in its third year (2012-14). The creation of a small learning communities at the high school using project base learning and literacy focused activities.</p> <p>Teachers, support staff and principals will implement research based practices to support instruction in Science and other core subjects also aligned to the common core state standards. Programs: Project Lead The Way, Compass Learning, Curriculum Crafters, Content Coaches to support ELA, Math, Science and Social Studies, Intervention Plans, SIF, Extended Learning in Math and ELA classes, Tutorial A</p> <p>Schools: All Schools</p>	Professional Learning			08/01/2013	06/01/2014	\$50000	Title II Part A	Title I/Title II Administrator, School Principals and Human Resource Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Programs	The teachers, instructional leaders (Principals, and support will participate in professional development activities that will be research based and proven to inform student achievement. The instructional staff will use implement the following programs to support instruction. Project Lead The Way, Project Based Learning methods, small learning communities (New Tech) and computer based instruction and software aligned to Common Core State Standards in math, and ELA, Science and Social Studies.	Technology			08/01/2013	06/30/2014	\$15000	Title I Administrator, Principals and Teachers

District Improvement Plan

Westwood Community Schools

Literacy/Math Teachers	Teachers,administrators and support staff will implement the following activites to improve students' literacy and math skills across the K-12 that will improve student performance in ELA, Math, Science and Social Studies on local, state and national assesments. by implementing the research based interventions: Literacy Teachers will support the following activities: Web based "Curriculum Crafters', READ 180, Project Lead The Way (PLTW), Compass Learning, Content Coaches, Extended Learning in ELA & Math (9-12),Professional Development to enhance instruction: Differentiated Instruction,Reading and Writing across the core curriculum, Data Driven Instruction, Data Analysis and Evaluation/Assessment, Computer Based Instruction and intervention programs. Using methods based on research: Choice Theory(Glasser) , Mazanro (Incentives initiatives for students and teachers, such as award recognitions. Professional development activities: Co-teaching, Inclusive Classrooms, Project Based Learning, Reading Across the Curriculum, Behavioral Intervention to Support Learning (SIR), Intervention plans, Science,Technology Engineering & Mathematics (STEM), after school tutorial programs and summer sessions.	Academic Support Program			08/01/2013	06/30/2014	\$400000	Grant Administrator, School Principals
Professional Development / Instructional Best Practices	The instructional staff (Teachers and support staff)will use such reserach based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW),Student Intervention Referral Process (SIRF),Small learning Communities Concepts, Project Based Learning, Intergrating computer based technoloy across the ELA, Math, Science and Social Studies to enhance Reading/ELA.	Academic Support Program			08/01/2013	06/30/2014	\$10000	Title I Administrator, Principals
Professional Development Activities	Activity Description: The instructional staff (Teachers and support staff)will use such reserach based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW),Student Intervention Referral Process (SIRF),Small learning Communities Concepts, Project Based Learning, Intergrating computer based technoloy across the ELA, Math, Science and Social Studies to enhance Reading/ELA.	Professional Learning			08/01/2013	06/01/2014	\$10000	Title I Administrator and School Principals

District Improvement Plan

Westwood Community Schools

Technology Integration	Instructional staff will improve students academic skills in ELA/Reading, Math, Science and Social Studies by intergrating computer based instruction.	Technology			08/01/2013	06/30/2014	\$15000	Title I Administrator, School Administrator and Technology Director and Staff
Grant Administrator	Director of State and Federal Grant Programs and support staff (secretary) will facilitate and manage the supplemental grants programs in coloboration with, district: Superintendent, School Board, central office staff, school instructional leaders, teachers, support staff and parents and community stakeholder. Appropriately using State and Federal Grant resources to support efforts to improve student achivement in ELA/Reading, Math, Science and Social Studies.	Other			08/01/2013	06/30/2014	\$65000	Grant Administrator, Superintendent

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Activity Description: Instructional staff will improve students' academic skills in ELA/Reading, Math, Science and Social Studies by integrating computer-based instruction.	Technology			08/01/2013	06/30/2014	\$30000	Title I Administrator, School Principals, Technology Administrator and Staff

Title II Part A

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

Westwood Community Schools

<p>Professional Development</p>	<p>Teachers, school principals and support staff will participate in professional development activities that are researched base and supports the continue implementation of The New Tech Model in its third year (2012-14). The creation of a small learning communities at the high school using project base learning and literacy fosuced activities. Teachers, support staff and principals will implement reserach base based practices to support instruction in Science and other core subjects also aligned to the common core state standards. Programs: Project Lead The Way,Compass Learning, Curriculum Crafters,Content Coaches to support ELA, Math, Science and Social Studies, Intervention Plans, SIRF, Extended Learning in Math and ELA classes, Tutorial A</p>	<p>Professiona l Learning</p>			<p>08/01/2013</p>	<p>06/01/2014</p>	<p>\$50000</p>	<p>Title I/Title II Administrat or, School Principals and Human Resource Administrat ors</p>
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Activities	Activity Description: The instructional staff (Teachers and support staff) will use such research based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW), Student Intervention Referral Process (SIRF), Small Learning Communities Concepts, Project Based Learning, Integrating computer based technology across the ELA, Math, Science and Social Studies to enhance Reading/ELA.	Professional Learning			08/01/2013	06/01/2014	\$10000	Title I Administrator and School Principals
Professional Development / Instructional Best Practices	The instructional staff (Teachers and support staff) will use such research based programs to support Extended Learning: Supplemental Teachers in ELA and Math classes, Literacy Coaches in K-12 programs, Project Lead the Way (PLTW), Student Intervention Referral Process (SIRF), Small Learning Communities Concepts, Project Based Learning, Integrating computer based technology across the ELA, Math, Science and Social Studies to enhance Reading/ELA.	Academic Support Program			08/01/2013	06/30/2014	\$10000	Title I Administrator, Principals
Technology Integration	Activity Description: Instructional staff will improve students' academic skills in ELA/Reading, Math, Science and Social Studies by integrating computer-based instruction.	Technology			08/01/2013	06/30/2014	\$30000	Title I Administrator, School Principals, Technology Administrator and Staff

District Improvement Plan

Westwood Community Schools

Math Intervention Programs	The teachers,instructional leaders (Principals, and support will participate in professional development activities that will are research based and proven to inform student achievement. The instructional staff will use implement the following programs to support instruction. Project Lead The Way, Project Based Learning methods, small learning communities (New Tech) and computer based instruction and software aligned to Common Core State Standards in math, and ELA, Science and Social Studies.	Technology			08/01/2013	06/30/2014	\$15000	Title I Administrator, Principals and Teachers
Professional Development	Teachers, school principals and support staff will participate in professional development activities that are researched base and supports the continue implementation of The New Tech Model in its third year (2012-14). The creation of a small learning communities at the high school using project base learning and literacy fosuced activities. Teachers, support staff and principals will implement reserach base based practices to support instruction in Science and other core subjects also aligned to the common core state standards. Programs: Project Lead The Way,Compass Learning, Curriculum Crafters,Content Coaches to support ELA, Math, Science and Social Studies, Intervention Plans, SIRF, Extended Learning in Math and ELA classes, Tutorial A	Professional Learning			08/01/2013	06/01/2014	\$50000	Title I/Title II Administrator, School Principals and Human Resource Administrators
Technology Integration	Instructional staff will improve students academic skills in ELA/Reading, Math,Science and Social Studies by intergrating computer based instruction.	Technology			08/01/2013	06/30/2014	\$15000	Title I Administrator, School Administrator and Technology Director and Staff
Grant Administrator	Director of State and Federal Grant Programs and support staff (secretary) will faciliate and manage the supplemental grants programs in coloboration with, district: Superintendent, School Board, central office staff,school instructional leaders, teachers, support staff and parents and community stakeholder. Appropriately using State and Federal Grant resources to support efforts to improve student achivement in ELA/Reading, Math, Science and Social Studies.	Other			08/01/2013	06/30/2014	\$65000	Grant Administrator, Superintendent

District Improvement Plan

Westwood Community Schools

<p>Literacy/Math Teachers</p>	<p>Teachers, administrators and support staff will implement the following activities to improve students' literacy and math skills across the K-12 that will improve student performance in ELA, Math, Science and Social Studies on local, state and national assessments. by implementing the research based interventions: Literacy Teachers will support the following activities: Web based "Curriculum Crafters", READ 180, Project Lead The Way (PLTW), Compass Learning, Content Coaches, Extended Learning in ELA & Math (9-12), Professional Development to enhance instruction: Differentiated Instruction, Reading and Writing across the core curriculum, Data Driven Instruction, Data Analysis and Evaluation/Assessment, Computer Based Instruction and intervention programs. Using methods based on research: Choice Theory (Glasser), Mazanro (Incentives initiatives for students and teachers, such as award recognitions. Professional development activities: Co-teaching, Inclusive Classrooms, Project Based Learning, Reading Across the Curriculum, Behavioral Intervention to Support Learning (SIR), Intervention plans, Science, Technology Engineering & Mathematics (STEM), after school tutorial programs and summer sessions.</p>	<p>Academic Support Program</p>			<p>08/01/2013</p>	<p>06/30/2014</p>	<p>\$400000</p>	<p>Grant Administrator, School Principals</p>
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