

SCHOOL IMPROVEMENT PLAN

School Year: 2014

School District: Northwest Community Schools

Intermediate School district: Jackson ISD

Grades Served: 7-12

Principal: Paul C. Scholz

Building Code: 08571

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

SIP

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## INTRODUCTION

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an Action Portfolio that will guide and inform the school's Continuous School Improvement Planning Process.

The Action Portfolio begins with the Michigan School Improvement Framework (MSIF). The Framework was designed to"

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective school.
- Give direction to, support and enhance the school improvement planning process.

The School Improvement Framework Rubrics assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYes! Performance Indicators that schools must use for their annual self-assessment.

The Comprehensive Needs Assessment (CNA) is another tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practices, instructional program and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school

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will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The School Improvement Plan template (SIP) 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.

The School Improvement Framework, Rubrics, CAN and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

SCHOOL INFORMATION

School:	Northwest Alternative High School
District:	Northwest Community Schools
Public/Non-Public:	Public
Grades:	7, 8, 9, 10, 11, 12
School Code Number:	08571
City:	JACKSON
State/Province:	MICHIGAN
Country:	UNITED STATES OF AMERICA

## VISION

### Vision Statement

District: Direction of Greatness

Northwest Alternative High School: Helping students and their families navigate the barriers between them and greatness.

### Mission Statement

District: To provide a positive culture that inspires students to achieve greatness.

NWAHS: To provide all students a safe and nurturing environment challenging them to assume the responsibility for making the most of their lives.

### Belief Statements

We are committed to:

Helping students achieve relevant learning preparing them to become lifelong critical thinkers in a global society.

Individual learning needs via appropriate teaching & learning strategies, researched best practices and integrated technology.

Building positive interpersonal relationships with the student, their families and community as this component is vital to enhanced student learning.

## Goals

Goal 1: Improve academic success for student population

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Improve/maintain MME results

Gap Statement: Although Act scores have shown increased gains in the past five years, student performance has leveled at the mid "16" range....which is below the state standard. Our goal will be to maintain this performance level while enhancing our Special Education performances from a sub group stand point.

Cause for Gap: less stable population in terms of life circumstances making school less of a priority in a student's life.

Multiple measures/sources of data you used to identify this gap in student achievement: 1. Absenteeism increased; 2. # of impoverished population increased; 3. Lower ½ of student population underperformed in marking period grades

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 1. Improved attendance will be measurable; 2. Stability of students remaining in school; 3. # of credits earned by student population; 4. Increased MME scores

Contact Name: Paul C. Scholz

List of objectives:

Stabilize student population's attendance.....increased number of involved students;  
decrease dropout rate of students

1.1 Objective: stabilize student population's attendance

Measurable Objective Statement to Support Goal: increased number of involved students and a decrease in dropout rate of students.

List of Strategies: 2<sup>nd</sup> shift concept for student learning option.....students will be offered additional learning opportunity during after the regular school day program; increase learning options for student population.....students will be afforded an additional options to the traditional day time school option.

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1.1.1 Strategy: 2<sup>nd</sup> shift concept for student learning option

Strategy Statement: Students will be offered additional learning opportunity during a program offered after the regular school day.

Selected targeted Areas: all areas of study and for all students

Other Required Information for Strategy

After a pilot year in 2010; this school has successfully implemented the 2<sup>nd</sup> shift concept for the past four years. With up to 35 spaces available for this program, learning options can be utilized for multiple purposes including: students moving to the district in between marking periods in the regular educational classrooms; students with social barriers who function more harmoniously in more of an isolated social environment; students needing to demonstrate a healthy commitment to learning prior to being enrolled in a more socialized learning program; students needing only a few credits for completion with no need for a full time schedule; & for students who work or have child rearing or other daytime responsibilities.

List of Activities: 2<sup>nd</sup> shift concept for student learning option    Begin Date: 9/1/2014..... End Date: 6/15/2015.....Responsible Staff: 3 current daytime highly qualified staff monitor the process provided by the computer program e2020.



Activity: 2<sup>nd</sup> shift concept for student learning option

Activity Description: School will remain open for class after regular day time schedule from 3pm until 7pm

Planned staff responsible for implementing activity: 3 current day time staff will assume this learning responsibility. Actual Staff: Janie Chase, James Upright & Esther Hitchcock.

Planned timelines: 9/1/2014 thru 6/15/2015

Fiscal resources needed for activity: handled within per diem budget income.

1.1.2 Strategy: increase learning options for student population

Statement: Students will be afforded additional options to the tradition day time school option. Targeted areas: all subjects and students moving to the district in between marking periods in the regular educational classrooms; students with social barriers who function more harmoniously in more of an isolated social environment; students needing to demonstrate a healthy commitment to learning prior to being enrolled in a more socialized learning program; students needing only a few credits for completion with no need for a full time schedule; & for students who work or have child rearing or other daytime responsibilities.

Other required Information for Strategy: increased technology afforded district/Alt Ed building & program for learning students.....\$ gained from earlier technology bond for district improvements. Also training on implementation of learning formats have been provided by the ISD and the individual server (e2020 staff).

1.1.2.1 Activity: New on line services being maintained

Activity Description: Task achievement is presented by the server e2020 and monitored by highly qualified day time staff working at the school

Planned staff responsible for implementing activity: various e2020 instructors will present material while support will be offered by the school's daytime HQ staff. Actual staff: Janie Chase, James Upright and Esther Hitchcock. Timelines: 9/1/2014-6/15/2015 Funding: regular funding from state for per diem rate.

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1.1.3Strategy: introduce new extraneous option to tradition day time learning

Strategy Statement: Students learning will be enhanced with additional class offerings via e2020 programming during the day time program. Targeted areas: all students.....electives and required core courses offered on an individualized basis.

Other Required Information for Strategy

Goal 2: Improve proficiency in language arts

Content Area: English & Language Arts Development Status: Complete

Student Goal Statement: students will improve proficiency in language arts

Gap Statement: tested students continue to fall below state and national averages on their MME scores

Cause for Gap: 36% homeless students in this already identified population of 91% AT RISK students

Multiple measures/sources of data or multiple measures of assessment will be used to monitor progress and success of this goal?

-increase MME scores; -increase ACT scores; - increase grade performance in Language Arts courses during the school year; -increase gained credit in the English core areas.

2.1 Objective: improve reading proficiency

Measureable Objective Statement to Support Goal:

Increased success in reading measured by percentage of student success in grading period measure for these areas of gain

Strategies: DEAR.....Drop Everything and Read      Students will read for 30 minutes of everyday regardless of which class they happen to be in.....a material of their own selection. Planned time is from 750am until 820am.

Selected Target Areas

1.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

1.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

1.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Students of this population will most always demonstrate a need for bolstering in these selected areas making these strategies imperative for Alternative schools

2.1.1.1. Activity: writing assignments in each area of study

Activity description:

Every area of study will require assignments which require writing for students to practice this skill in very possible discipline. An accelerated emphasis on the skill of writing. Even math courses will require writing assignments of some kind.

Planned staff responsible for implement activity:

Staff in each discipline will design assignments from their content area requiring written assignments. The school has five different instructors all of whom will employ this strategy in their various courses. Guidance from the Language Arts will be accessible.

Actual staff responsible for implementing the activity:

James Upright, Kim Csage, Joy Miller, Esther Hitchcock and Janie Chase

Planned Timeline

Sept 1, 2014-June 15, 2015

Fiscal Resources Needed for this Activity

General Funds taken from per diem reimbursement for the district

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Goal 3: Students will improve on math proficiency

Content Area: math

Development Status: in progress

Student Goal Statement: students will improve their math proficiency

Gap Statement:

students have scored below the state and national averages on the MME

Cause for Gap:

at risk student population with 36% McKinney Vento qualified.

Multiple measures/sources of data you used to identify this gap in student achievement:

MME and ACT scores. Performances poor per in school measurement data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

Increased success in marking period grades throughout the school year

Increased math scores on MME & ACT

Objectives: increase time available for working on math

Contact Name: Paul C. Scholz

3.1 Objective: Improve student contact hours in math

Measureable Objective Statement to Support Goal:

Students now have 4 additional hours each day for working on math after school

Strategies: supplemental venues for math. Note taking a requirement along with the additional time being offered to each student.

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3.1.1 Strategy: supplemental venues for math instruction within the home school

Strategy statement:

-e2020 is a facet of the program allowing 25 different students to be receiving math instruction during regularly scheduled math classes. Students will also have an additional 20 hours per week beyond the regularly scheduled classroom time to work extra if needed to grasp the concepts

School Target Areas

1.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all student should actively construct and apply knowledge.

1.2.A.1. The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

1.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

1.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment.

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#### Other Required Information for Strategy

E2020 includes all math benchmarks required by the state of Michigan. Also we have a Highly Qualified instructor in mathematics on staff to guide the process

List of Activities: daily class schedule as well as four hours of after school support.

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#### 3.1.1.1 Activity: e2020 availability

##### Activity description:

25 stations available in one classroom and another 15 available in the resource room. Students may also log on at home or in their tutor's home for convenience to the learning process.

##### Planned staff responsible for implementing activity:

Four of five staff are trained in the e2020 process and all of the after school staff are trained as well. Two business HQ's on staff to support the regular HQ math instructor.

##### Actual staff responsible for implanting the activity:

e2020 personal coupled with Joy Miller (NWAHS) math facilitator of the e2020 process

##### Planned Timeline:

9/1/2014 thru 6/15/2015

##### Resources:

General funds

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RESOURCE PROFILE

Funding source: General Funds

Planned Amount: e2020 expense \$35,000.00

Staffing for after school work: \$16,000.00

### Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and as appropriate, students who were involved in the planning, design, monitoring, and evaluation of this plan.

Paul C. Scholz Principal.....paul.scholz@nwschools.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution's improvement plan.  
Involvement in the increased learning opportunities for students has been accepted and endorsed by teaching team, district administrative team and school district's board
2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.  
Teaching team determines annual learning direction then monitors this direction via weekly meetings to evaluate and make necessary adjustments.
3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.  
Regular staff, student and parent/teacher meetings are scheduled for expressing concerns and points of improvements in the process. Also quarterly building newsletters are formulated with several district newsletters for sharing of such concerns and information.

### Statement of Non-Discrimination

#### Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U. S. Department of Education.

#### Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact: principal  
Address: 6900 Rives Junction Rd  
Telephone #: 517-817-4757

#### References

- Title VI of the Civil Rights Acts of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## CONCLUSION

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?  
Continued support from the wider school district for the online facet to the program
2. How has the institution integrated its available fiscal resources to support this school improvement plan?  
Growth in student population has cemented the program for future use
3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?  
Two separate bonds have passed with the first supporting technology in this particular building specifically. Another bond passed in 2013 which has enhanced this program with the support of additional staffing.





