



School Improvement Plan

Northwest High School

Northwest Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

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

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

Description of the School

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

Northwest Community Schools is a semi-rural district located primarily in Jackson County; a small portion of Ingham County, south of Leslie is also included in the district. Northwest High School was built in the mid-1960s. During the past three years the school community has had a drop in population which, subsequently, has contributed to a decline in high school student enrollment. With the change in superintendent two years ago and the passage of the first building construction bond in 30+ years, the district - and the high school - has experienced a new interest in the district by families living outside of the district. Last year our high school enrollment had a net increase of students. This trend is projected to remain moving upward at least one more year.

The number of instructional staff has remained steady the past three years. The average tenure of the teaching staff is over 15 years. There are no minority cohorts for staff or students as both the student body and staff are 90+% Caucasian - a trend that has remained stable over the decades. However, the number of students requiring accommodations for ACT testing has been increasing and is projected to increase again next year. Additionally, the number of students being identified as At-Risk or Economically Disadvantaged continues to moderately increase.

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.

The mission of the District, as approved by the Board of School Trustees this year is: "It is our mission to provide a positive culture that inspires students to achieve greatness." Our motto is: "The Direction of Greatness". The mission of the high school is: "...to educate all of its students to the level at which they are prepared to enter their next stage of life, including the world of work or further education. Instruction will be provided in academics, the arts, along with social and life skills to enable them to become useful and productive citizens of their communities".

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 most significant achievement for the District and the high school this year was the passage of two bonds: one, a general district-wide initiative to up-grade all of the districts school buildings making them "warm, safe, and dry" and to replace an elementary school; the second, a construction bond to add academic and recreational space to the high school. These projects have brought excitement and enthusiasm to and for the District.

Additional positives for the year include: our Community Schools Health program was recognized as one of the top programs in the state; our Family and Consumer Science teacher was named the "Teacher of the Year" for the state of Michigan for Family and Consumer Sciences; and one of our ELA-Communications teachers was named one of the top five teachers in Jackson County. Our Music Department continues to receive superior state ratings, and the school newspaper and yearbook publications and staffs earn top honors.

We are in the second year of using the "Nurtured Heart" Program, which is an effort to change the educational climate (learning environment) within the school. We are seeing a decrease in some disruptive behaviors. Teachers need more training and students need to experience greater consistencies in the use of the program.

As a district, we self-piloted the 5-Dimensions+ teacher evaluation program. Throughout the year, 3 teachers from each building and building administrators were trained on the implementation and application of the evaluation tool and protocols.

Areas that still need to be addressed are: preparation for Common Core, Smarter Balance assessments, focus on improving student reading and writing skills, and providing a more diversified curriculum to meet student, community, and business needs.

Additional Information

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

There is a renewed energy and enthusiasm for and about the district. The new superintendent has brought a new management style to the district that has become infectious. The passage of the bond has shown the community there there is a desire - and commitment - to excellence in education.

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.

The School Improvement Team is responsible for developing the School Improvement Plan. The SIT consists of representatives of the 4 core departments (ELA, Math, Social Studies, and Science), the "Calico" Department (Fine and Performing Arts, World Languages, and Business-Technology), the Special Education Department, Guidance, Administration, Office Support Staff, representatives from Student Government (2), and any other staff member who would like to participate. Parents have been invited, but those who might be interested have scheduling conflicts, and, therefore, do not participate; several of the SIT members are also parents, however. The SIP is initially discussed in monthly SIT meetings held after school for 90-120 minutes; Department chairs are then charged with analyzing data, discussing goals, etc., then proposing goals. The goals are then brought to SIT meetings for further development and consensus.

Both department and SIT meetings are scheduled immediately after school: department meetings at the convenience of department members; SIT meetings are established at the beginning of the school year, usually the 4th Wednesday of the month.

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

Of the various stakeholder groups that are commonly wanted to be involved in school improvement - Staff, Administration, Parents and Students - only staff and administrators actively participated and or attended meetings, although several staff members and administrators have children who are students in the building. The Math and Science departments discussed goals, objectives, strategies, and activities for the Reading, Writing and Math goals; ELA and Social Studies worked on the Reading and Writing goals. The Entire SIT discussed all of the goals. The SIT chair put the SIP together with review by the administration.

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

The 2014-2015 School Improvement Plan will be presented to the entire staff during the first Early Release (PD) in September. It will be reviewed continuously throughout the year during designated PD time. The Plan will also be posted on the School's website.

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?

Projections for the 2013-2014 school year show a stable to slight reduction in the number of students attending the high school. For the last several years there has been a reduction of staff due to both declining numbers and budgetary constraints. This year no teachers were laid-off or released. There are some indications that with the passing of a significant district facilities up-grade bond, the student population may begin to see slight to moderate increases in the near future. These increases will require additional staff.

How do student enrollment trends affect staff recruitment?

Northwest High School has a reputation for providing a very good teaching-learning environment. Whenever there has been a staff opening, the administration has had a substantial pool of well-qualified applicants. The number of applicants appears to be independent of the size of the student population.

How do student enrollment trends affect budget?

Student enrollment does have a significant impact on the operational budget of both the building as well as the district since the foundation allowance is based on student numbers.

How do student enrollment trends affect resource allocations?

Student enrollment has a significant impact on resource allocation. Although the district has tried to minimize reductions in professional and para-professional staff by reducing other personnel and non-human expenditures, decreases in student enrollment forces the district to reduce the professional staff by increasing class sizes, reducing the number of course offerings, increasing work loads, reducing hours for professional support staff, etc.

Any increase in student enrollment has a positive effect on the budget, but to have a significant impact on the budget, the increases in enrollment have to be substantial.

How do student enrollment trends affect facility planning and maintenance?

Changes in student enrollment are a challenge for long-term facility planning and maintenance. Aging facilities and changes in curriculum and teaching strategies place tremendous pressure on maintenance staff and administration to meet the needs of today's educational programs; changes, especially quick changes, in student enrollment just exasperate the planning process.

How do student enrollment trends affect parent/guardian involvement?

In recent years the number of students enrolled at the high school has not had a significant impact on parent/guardian involvement. However, as the number of students per teacher increases due to staff reductions or student enrollment increases without increasing staff, the amount of time available to contact an individual parent/guardian decreases.

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

In our geographic region - Jackson county - we are primarily in "competition" with two other schools for students (as a result of schools-of-choice). As the other two districts have been successful in securing bonds to improve their facilities, those districts have experienced significant growth, whereas our district has stagnated. Passage of our first facilities improvement bond in decades has, we believe, already had a positive impact on area residents: there is more interest in attending Northwest by those who have had their children attending school in another district and those who live outside the district.

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

The challenges presented by enrollment changes include professional staffing; providing appropriate and necessary services; having adequate supplies and equipment; and maintaining a safe, secure environment.

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

Without increases in the per student foundation grants, the actions to address our challenges are limited. The new construction/facilities bond helps: the high school will be improving its HVAC systems, entryway security, and adding additional space for large group activities and performances, i.e., an auxiliary gymnasium and cafeteria. Improvements to instructional space for core academic areas, especially science, has been deferred to a date in the future.

What are the challenges you noticed based on student attendance?

Student attendance is a major issue. Students who miss class on a regular basis miss too much time interacting with other students to learn social protocols, problem-solving skills, and understand expectations. These students also lose instructional time, which creates issues with making up missed assignments, lab experiences, content-related discussions.

It is our perception that removing attendance from the calculation of a grade has had a negative influence on student attendance. (If we are to be preparing students for the workplace as well as post-secondary education, on-time attendance is extremely important. The MMC has removed this essential responsibility, albeit skill, from the equation.)

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

Northwest High School is trying to be pro-active on the issue of attendance: teachers constantly remind students of the importance of being

in class and when a student is absent and we have begun using a daily automatic phone call system to inform parents/guardians that their student has missed class.

Student Achievement Data for All Students

This area includes data questions.

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

Our College Readiness scores had been the area of greatest achievement, trending upward the last few years. This year there was a downward dip as the target scores changed.

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

Positive performance trends have been in the areas of Science and AP courses (Calculus, English Language Arts, and History).

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

As of the writing of this report, we have only received summative data for the MME. We do not have sufficient information to identify the specific areas of achievement - or lack thereof - and the comparisons with state performance targets.

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

The most visible trend for the top 30% of students in each content area is that a greater proportion of those students are taking the advanced courses.

What factors or causes contributed to improved student achievement?

There are several factors that have contributed to our overall student achievement. The most identifiable are:

- 1) more academic support through after-school learning labs, co-teaching, and on-line opportunities;
- 2) continuing efforts to align curriculum with standards;
- 3) an emphasis, through school improvement and professional development, to use "best practices"; and
- 4) use of data dialogues to identify mismatches between standards and teaching points.

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

Although the personalities and character of the students and staff are contributing factors to student achievement, the four factors stated in the previous response are those in which the staff have focused on - and have for the past few years. Discussions within the various departments and the school improvement team provide continual feedback that these efforts are making a difference.

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

Math, especially Algebra I and Algebra II, and Science are the two core areas that have the lowest achievement scores.

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

Although it is not a negative trend, the scores in both math and science are not moving upward.

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

According to the new score card Northwest High School did not meet the proficiency targets for all content areas for the bottom 30% and in math and science for Economically Disadvantage students.

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

According to the new report card, these students did not reach proficiency in any of the core areas. At this time we do not know what is the reason for this change from previous years.

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

As of this date, 08/23/2014, we do not have detailed information to address this question. Empirical and anecdotal evidence indicates that attendance, student effort, and student attitudes/aptitudes are major contributing factors; too many students do not care or have a genuine concern for learning or the relevance thereof.

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

Data is not available for us to answer this question.

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

We cannot answer this question at this time without speculating.

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?*

Cannot answer at this time.

How do you know the achievement gap is closing?*

We don't.

What other data support the findings?

At this time we have no additional information.

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

We do not have sufficient information to address this question.

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

Since we are/have been employing multiple strategies to try to improve academic achievement and narrow the achievement gap, we are not able to single out any one factor.

What actions could be taken to continue this positive trend?

tool will help bring additional best practices to our program, and consequently, improving academic achievement.

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

Response:

- Economically Disadvantaged

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

Response:

- Students with Disabilities

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

Using the information in the latest report card, our Economically Disadvantaged students did not meet the achievement targets in math and science.

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

We do not know the causes of this gap - insufficient data.

What other data support the findings?*

We do not have any other information at this time.

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

In sufficient data at this time.

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

We do not have the data to analyze at this time.

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

Our SIP outlines our efforts for the 2013-2014 school year. Additionally, we believe the new teacher growth instrument will significantly help teachers improve practices, and, therefore, improve achievement and close any gaps.

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

At this time the only information we have for this group is that it received a "green" rating.

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

Students with disabilities have access to a number of interventions: teacher-case loads for individual special education teachers may track the work of these students; a special education supervisor from the ISD is on-site to monitor student work and support teachers; teachers are made aware of the needs and accommodations required for these students by the SpEd supervisor and the caseworker; transportation for after-school study labs is available, and, depending on the disability, aides/para-professionals are available to assist teachers and students.

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

Students are identified as "at-risk" by teacher identification/recommendation and student study.

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

Extended learning opportunities for all students via dual enrollment arrangements with Jackson College (formerly Jackson Community College), Spring Arbor University, Lansing Community College, and Baker College, Summer school is also available.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	2.2

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

Information is provided to students and parents through newsletters, postings on the district/school website, parent-staff conferences, direct mailings, various classes, College Nite, FISA Nite, and word-of-mouth.

Label	Question	Value
	What is the total FTE count of teachers in your school?	42.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

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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?	19.0

Label	Question	Value
	How many teachers have been teaching >15 years?	16.0

What impact might this data have on student achievement?

Teachers with fewer years of instructional time usually do not have the array of tools and techniques to address the challenges of reaching struggling students, adapting to changing curricula, and time management. More erstwhile educators may have the toolbox of experience, they sometimes are not as receptive to new thinking and strategies. As beginning teachers mature, so do lessons and approaches; consequently grades, in theory, improve.

There will be a significant change in the teacher demographics for 2013-2014: science replaces 3 veteran teachers with 3 first year teachers, math replaces a 17 year teacher with a first year teacher, and ELA adds one new, first year teacher.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	184.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	243.0

What impact might this data have on student achievement?

The number of days missed due to PD, professional meetings, and illness decreased from previous years. Teachers and administrators recognize the importance of having the teacher in the room. There has been a concerted effort to minimize the number of times a teacher is out of the classroom for professional activities. The staff recognizes that absences disrupt lesson planning and pacing, especially when continued absences in any one class may result in not getting through all of the material or the material is covered but at less depth.

Perception Data - Students

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

There are two areas of high, overall satisfaction: allowing students to use their cell phones during passing times and and at lunch and the sense of a safe learning environment. The students appreciate that the staff has been willing to give them more personal responsibility with regards to in-school use of personal electronic equipment.

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

The one area that appears to have been improving is that of increasing the feeling of safety and security in the building.

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

The policies with the lowest student satisfaction concern rules and consequences for behavior issues and use of personal electronic devices.

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

The area with the decreasing student satisfaction trend is the policies for disruptive behaviors.

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

Much of the conflict between the staff and students on behavior issues is that more students seem to have fewer consequences for inappropriate behavior at home, an increasing number of parents are in denial about their child(ren)'s negative behaviors, and students are not developing good social, inter-personal skills due to technology.

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

Expectations and consequences have been, at times, confusing and erratic. To create more consistent consequences for inappropriate behavior, the district has moved to using the Nurtured Heart approach to discipline and the high school is implementing an ABC room - a timeout room with adult support. Consistent messaging is being placed in all hallways and classrooms. There will be initiatives to educate parents about the policies and procedures.

Perception Data – Parents/Guardians

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

The parents are rating the over-all culture and climate of the high school very high. They also appreciate the support that the staff provides for their students - academically, socially, and emotionally.

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

Academic Growth is the one area where we have seen significant improvement in parent satisfaction.

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

"Inconsistency" is the word that appears most often in evaluations for low satisfaction: inconsistency in grading, grading scales, enforcement of classroom rules, instructional delivery, and disciplinary actions.

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

Over the years there has been a perception that our grading standards, grading protocols, and true learning has ebbed.

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

A significant contributing factor to the negative perceptions of the school and the academic program has been the lack of consistent leadership in central administration as we have had 4 superintendents in 5 the last 5 years. Each superintendent had a focus - a philosophy - that was different from the preceding superintendent, and therefore, constantly changing policies and procedures inhibited staff to know and understand the direction we were to head, how to get there, and have consistency of application over time. The community sensed this and perceived the school as being adrift.

Additionally, fewer parents are engaged with the daily operations of the school, the educational program, and their students' lives. This limited involvement gives them only a superficial awareness of events rather than the underpinnings of the school's operational and the educational program.

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

The high school staff is constantly trying to increase and improve the opportunities for engagement by community members in the school's activities and their students' education. We are trying to use more social media, e.g., Twitter and Facebook.

Perception Data – Teachers/Staff

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

The area of greatest teacher satisfaction is "Culture" - more consistency in educational delivery systems, more support from the administration, the "We are Northwest" attitude of the superintendent, and clear-cut rules and consequences.

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

There are two areas trending upward on the staff's perception of the school: 1) Improvements in communication between administration and staff and within staff; and 2) more accountability: peer-to-peer, peer-to-administration, and staff to students.

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

The most common concern for the staff is the amount of time administrators are out of the building for meetings, PD, personnel and student issues, and the lack of alternative measures to remove a student from class for disruptive behaviors.

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

Dissatisfaction with the constant political wranglings in the legislature and Department of Education over policies, compensation, accountability, and school funding are creating challenges that dampen enthusiasm for teaching, frustrate teachers in the development of curriculum, and open teachers to constant attack over their/our efficacy.

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

The staff at Northwest is very professional and dedicated staff. It seems that for every advance that is made to improve instruction of the learning environment, there is a subsequent two steps backward as a result of the changes in central office, the inconsistency in communications, changes at the state level on educational policies, initiatives, and standards, the continual assault on the competencies and integrity of school personnel. The increases in the number of students in a class, mandated paperwork that is outside of actual instruction, and the devaluation of education (and getting an education) which leads to student apathy affect the ability of teachers and administrators to be educators.

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.)

The MiPhy data is shared with all teachers. The results are also discussed in the health classes and is incorporated into the Coordinated School Health Initiative.

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

Decisions on curriculum, instruction, and assessment are made through committees which include teachers and administrators. Decisions about curriculum and instruction usually are a product of conversations in school improvement and department meetings. Assessment tools and protocols are generally decisions left to the departments. If these decisions involve policy, then they are sent to the curriculum director, superintendent, and or the school board.

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

Those core areas in which the Common Core Standards are applicable, are incorporated into the daily lesson plans. Standards being addressed in daily lessons are presented in classrooms. Many summative assessments have test questions, projects, or other assessment instruments paired with the related standards either directly on the assessment or in the answer key.

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.	Yes	The testing results are not shared with the high school.	

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	The link to the annual report is: http://nwhs.nwschools.org/modules/cms/pages.phtml?pageid=188901&sessionId=1ea226f65efd9fc6b8bbb24ba2aeb2c&sessionId=1ea226f65efd9fc6b8bbb24ba2aeb2c	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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		

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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	The Compliance Manager for the Northwest School District is: Ms. Lisa Peterson http://lisa.peterson@nwschools.org/ 517-817-4700 6900 Rives Junction Rd. Jackson, MI 49201	

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		

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		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

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

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

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

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Northwest High School

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

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

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

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

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

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

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

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

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

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

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

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

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

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

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

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Northwest High School

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

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

School Improvement Plan 2014-2015

Overview

Plan Name

School Improvement Plan 2014-2015

Plan Description

SIP for the 2014-2015 school year

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Northwest High School will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Northwest High School will improve their proficiency in reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1100
3	All students at Northwest High School will improve their writing skills	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Northwest High School will become proficient in mathematics.

Measurable Objective 1:

70% of Ninth grade students will demonstrate a proficiency in their respective courses, if attending seventy percent of the class sessions in Mathematics by 06/06/2014 as measured by the end-of-course summative assessment instrument.

Strategy 1:

Calculation protocols - Students will use a standard protocol in every mathematics and science course when solving computational problems. The protocol requires that the student: 1) identify all known quantities (with units of measure); 2) write the equation(s) that solve for the unknown; 3) substitute known variables with units of measure; and state the answer as an equation with the unit of measure.

Research Cited: This protocol is considered a Best Practice by the NCTM. We are expanding the protocol to include the sciences to reinforce what is being required in math classes and to help science students understand in importance of recording units of measure and following directions.

Tier:

Activity - Modeling Computation Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the proper protocol for solving computational problems. In addition, printed examples will be included with worksheets and/or notes.	Direct Instruction			09/09/2013	06/06/2014	\$0	No Funding Required	The individual classroom teacher will be responsible for implementing this procedure. Department chairs will include this as part of department meeting time and review "success" during School Improvement meetings (as scheduled).

Goal 2: All students at Northwest High School will improve their proficiency in reading.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that demonstrates improvement in quantity and quality of time spent reading in Reading by 06/05/2015 as measured by the student maintaining a reading log (of the the time spent reading, the number of pages read, and reflections on the material read) and teacher notes on student participation in post-reading period discussions..

Strategy 1:

Choice Reading - Every Wednesday the daily schedule will be adjusted to add 25 minutes to the end of the second period for "Choice Reading" in all classes. The template for this time period is that the first 20 minutes is silent reading time; the last 5 minutes is to be dedicated to reflection, including writing in a log and group discussion. Each department will tailor the substance of the reading material to that department's particular needs, i.e., the science department may strongly recommend that the material read is science related.

Research Cited: From the R.A.I.S.E. program.

Tier: Tier 1

Activity - R.A.I.S.E. Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A core group of teachers have already attended RAISE Training workshops and shared their experiences with staff. This summer - 2014 - additional teachers received RAISE Training. During Professional Development times, the RAISE protocols will be discussed and practiced by the teaching staff.	Professional Learning	Tier 2	Implement	06/16/2014	05/29/2015	\$1000	Title I School Improvement (ISI)	The support, implementation, and monitoring will be a joint effort by the principals, school improvement team, and department chairs,

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

Northwest High School

To accommodate the "Choice Reading" the Wednesday class schedule will be altered to add 25 minutes to the end of the 2nd period.	Other	Tier 2	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	The principals are arranging this change with input from guidance, school improvement, and the superintendent's office.
Activity - Choice Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students, either in writing or verbally. their options for "Choice Reading" material. If a student does not have reading material - or appropriate reading material - the teacher will have optional materials available. If student does not have a notebook for maintaining a reading log, the school/teacher will provide one.	Supplemental Materials	Tier 2	Implement	09/02/2014	06/05/2015	\$100	General Fund	Administration and school improvement
Activity - Monitoring Choice Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will submit their reading logs for review and comment. Teachers will share their observations during department meeting and professional development time.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	05/29/2015	\$0	No Funding Required	Teachers, department chairs and school improvement team

Goal 3: All students at Northwest High School will improve their writing skills

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing extended responses using proper writing techniques (spelling, grammar, etc.) in Writing by 06/05/2015 as measured by using "Quick Write" rubrics for extended response questions, then analyzing the changes in rubric scores for each course for each term..

Strategy 1:

Quick Write Rubrics - For each course's test and/or exam given during a term, the teacher shall include at least one question that requires a "Quick" response (defined as 1-3 paragraphs, each paragraph having more than one sentence). The response shall be graded using the course-specific rubric based on the ACT and 6-Traits writing rubrics. The rubric scale is a 5-3-0 scale.

Research Cited: 6-Traits writing, ACT writing rubric

School Improvement Plan

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Tier: Tier 1

Activity - Teacher Training of Quick Write Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the 2013-2014 school year, teachers were provided an introduction to the application of "Quick Write" rubrics. Members of the ELA Department met with each of the school's Departments to review the various types of rubrics and practice using the rubrics on writing samples from that department. There will be additional review and practice sessions at the beginning of the 2014-2015 school year - and throughout the year.	Professional Learning	Tier 1	Implement	05/30/2014	05/29/2015	\$0	No Funding Required	Department chairs and school improvement team
Activity - Monitoring Use of Quick Writes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During department meetings and school improvement meetings, teachers will review and discuss their observations.	Teacher Collaboration	Tier 1	Monitor	10/01/2014	05/29/2015	\$0	No Funding Required	Department chairs and school improvement team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Choice Reading	Teachers will provide students, either in writing or verbally. their options for "Choice Reading" material. If a student does not have reading material - or appropriate reading material - the teacher will have optional materials available.If student does not have a notebook for maintaining a reading log, the school/teacher will provide one.	Supplemental Materials	Tier 2	Implement	09/02/2014	06/05/2015	\$100	Administration and school improvement

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training of Quick Write Rubrics	At the end of the 2013-2014 school year, teachers were provided an introduction to the application of "Quick Write" rubrics. Members of the ELA Department met with each of the school's Departments to review the various types of rubrics and practice using the rubrics on writing samples from that department. There will be additional review and practice sessions at the beginning of the 2014-2015 school year - and throughout the year.	Professional Learning	Tier 1	Implement	05/30/2014	05/29/2015	\$0	Department chairs and school improvement team
Monitoring Use of Quick Writes	During department meetings and school improvement meetings, teachers will review and discuss their observations.	Teacher Collaboration	Tier 1	Monitor	10/01/2014	05/29/2015	\$0	Department chairs and school improvement team

School Improvement Plan

Northwest High School

Scheduling	To accommodate the "Choice Reading" the Wednesday class schedule will be altered to add 25 minutes to the end of the 2nd period.	Other	Tier 2	Implement	09/02/2014	06/05/2015	\$0	The principals are arranging this change with input from guidance, school improvement, and the superintendent's office.
Monitoring Choice Reading	Students will submit their reading logs for review and comment. Teachers will share their observations during department meeting and professional development time.	Teacher Collaboration	Tier 2	Monitor	09/02/2014	05/29/2015	\$0	Teachers, department chairs and school improvement team
Modeling Computation Protocol	Teachers will model the proper protocol for solving computational problems. In addition, printed examples will be included with worksheets and/or notes.	Direct Instruction			09/09/2013	06/06/2014	\$0	The individual classroom teacher will be responsible for implementing this procedure. Department chairs will include this as part of department meeting time and review "success" during School Improvement meetings (as scheduled).

Title I School Improvement (ISI)

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

Northwest High School

R.A.I.S.E. Training	A core group of teachers have already attended RAISE Training workshops and shared their experiences with staff. This summer - 2014 - additional teachers received RAISE Training. During Professional Development times, the RAISE protocols will be discussed and practiced by the teaching staff.	Professional Learning	Tier 2	Implement	06/16/2014	05/29/2015	\$1000	The support, implementation, and monitoring will be a joint effort by the principals, school improvement team, and department chairs,
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