

WINDOVER HIGH SCHOOL ANNUAL REPORT 2007-2008

Fall 2008

Meeting held Monday, October 6, 2008:

ABOUT OUR SCHOOL

- Public School Academy
- Chartered by Midland County Intermediate School District—August 30, 1995
- Located in the geographical center of Midland County
- Serves students ages 15-19 who choose a smaller, alternative setting to complete high school
- Special consideration given to Windover students age 20, allowing extra time for them to graduate

BOARD OF DIRECTORS

Cheri King, President	Bruce Lovelace, Vice President
Jan McGuire, Trustee	Linda Stark, Treasurer
Mary Yeomans, Trustee	Holly Troia, Secretary to the Board

ADMINISTRATORS

Lyn Knapp, Chief Administrative Officer
Greg Armstead, Interim Principal

TEACHERS

Amanda Yount, English & Special Ed.	Rod Huyett, Math
Jack Freeman, Culinary Arts & Computers	LoLita Pfeiffer, Social Studies
Doug Thering, Arts & Technology	Nancy Vossen, Science
Carol Berger, Counselor	

STAFF

Janet Matcheck, Administrative Assistant for Student Records
Carrie Ellis, Administrative Assistant for Accounting
Noel LaJoice, Custodian
Kim Hackett, Para-professional
Wendy Ullery, Para-professional

MISSION STATEMENT

To provide the social and academic skills that will guarantee successful high school completion in an alternative learning environment that accepts the individual challenges, while enhancing the strengths of all students, enabling them to become successful, contributing members of the community.

BELIEF STATEMENTS

We believe students will:

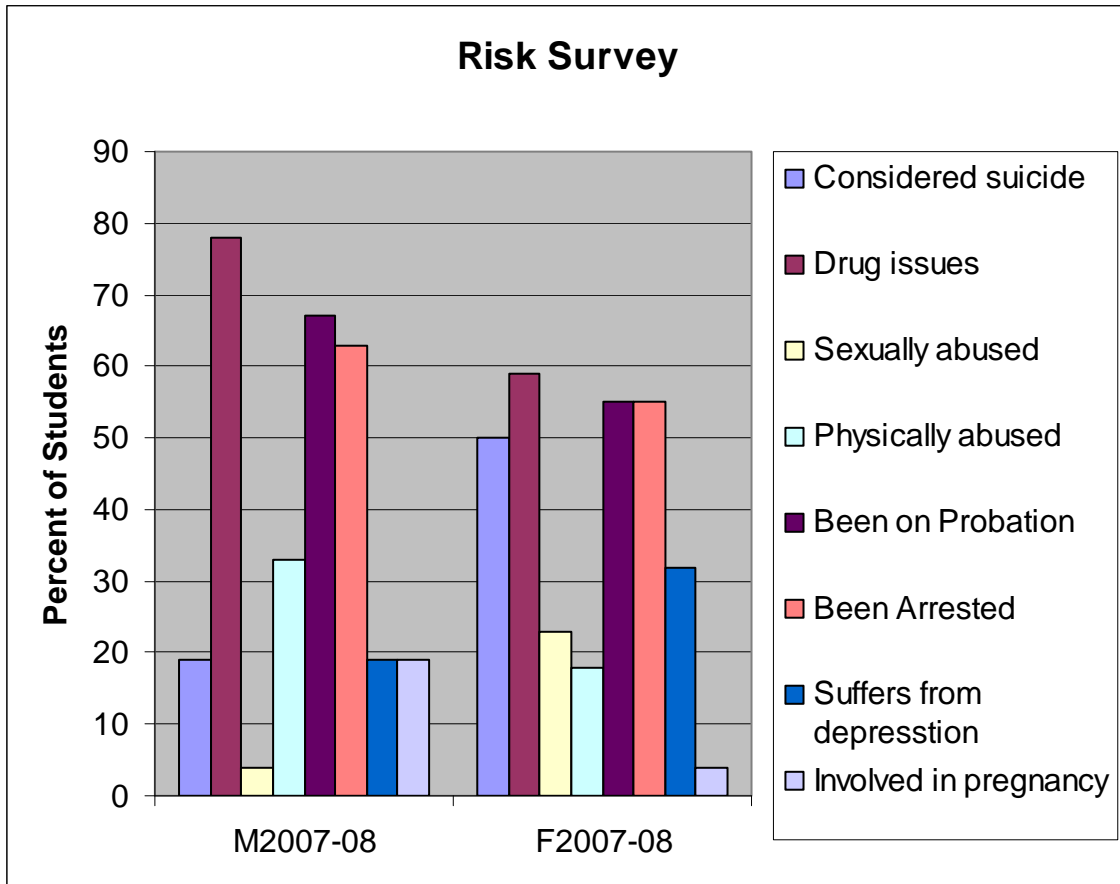
- Learn and demonstrate appropriate academic skills in the work world
- Learn and demonstrate appropriate social skills
- Become productive, contributing members of society
- Respect the inherent human dignity and worth of every individual
- Adhere to reasonable rules and expectations established by the board and school community

DEMOGRAPHICS:

<u>Windover Student Count:</u>							
	<u>Fall</u>				<u>Spring</u>		
	<u>Male</u>	<u>Female</u>	<u>Total FTE</u>		<u>Male</u>	<u>Female</u>	<u>Total FTE</u>
2006	62	49	111 (110.5)	2007	55	51	106 (105.5)
2007	60	50.5	110.5	2008	58	52	110

<u>Ethnicity</u>	<u>2006/2007</u>	<u>2007/2008</u>
African American	4	4
Caucasian	149	150
Hispanic	5	5
Native American	3	4

<u>Grade Level Breakdown</u>	<u>Fall 2007</u>	<u>Winter 2008</u>
9th	31	20
10th	33	35
11th	32	23
12th	14.5	32



Every year we conduct an anonymous risk survey amongst the student population. In the 2007-2008 school year 22 female and 27 male students decided to participate in the survey. The above chart illustrates the basic findings of that survey. The survey serves as a tool to alert the staff of any problem areas among our student population. As you can see, there are numerous areas that cause alarm and concern amongst our staff.

CORE CURRICULUM

Education and skills needed to graduate are identified in the Core Curriculum Standards, as identified by the State of Michigan, for Language Arts (12 standards), Mathematics (15 standards), Science (15 standards), and Social Studies (25 standards), as required by PA 335 and the Michigan K-12 Program Standards of Quality. Each of the Core Curriculum standards have been cross-referenced with complementary core curriculum content standards in the areas of education, career and employability skills, health education, life management education, technology, and occupational education. Each teacher has copies of the content standards and benchmarks for his/her subjects/courses. These will be followed as we await the new high school curriculum from the state of Michigan.

Students are enrolled in subjects/courses necessary for them to receive adequate instruction in the core academic curriculum and to complete the requirements for graduation. Currently, students are required to complete 22 credits or Carnegie units to graduate. Students may elect to count college credit earned through dual enrollment as part of their high school transcript. They may also complete academic classes and elective classes through correspondence courses offered by the American School, and we also offer a testing for credit component as a way to achieve credit recovery.

MICHIGAN MERIT CURRICULUM

Throughout the 2007/2008 school year the staff at Windover was in the process of implementing the new Michigan Merit Curriculum as required in MCL 380.1278a and b. The new curriculum requires any student beginning the 9th grade at the beginning of the 2007/2008 school year to complete an additional half credit in English, an additional 1.5 credits in Math, an additional half credit in Science, one credit in World History, one half credit in Physical Education, and one credit in Art. The additional course work is reflected in the student handbook:

Any student that began the 9th grade at the beginning of the 2007/2008 school year must earn the following credits to graduate with a diploma from Windover High School:

4.0 Credits	English
4.0 Credits	Math
3.0 Credits	Science
1.0 Credits	U.S. History/Geography
1.0 Credits	World History/Geography
0.5 Credits	Civics
0.5 Credits	Economics
0.5 Credits	Health
0.5 Credits	Physical Education
1.0 Credits	Arts (Visual, Performing, Applied)
<u>6.0 Credits</u>	<u>Electives</u>
Total	22 Credits

CURRICULUM ALIGNMENT

The teachers and administration of Windover High School strive to align the curriculum taught with the standards and benchmarks provided by the State. We have purchased various pieces of curriculum that do align. Each core curriculum teacher has access to computer generated learning software provide by Plato Learning Systems to augment curriculum. Plato Learning System is aligned with the state's grade level content standards. The core academic teachers took part in monthly meetings with other alternative teachers as part of a collaborative effort to align curriculum across district lines. Initial steps have been taken to create and use a skill card method for credit completion. The skill cards are based on the High School Content Expectations (HSCEs) set by the state. Curriculum mapping is being utilized by each of the core academic instructors to help keep our programs aligned with the HSCEs.

SCHOOL IMPROVEMENT PLAN

This year our School Improvement Plan has been restructured. In the past the SIP was represented in the Consolidated Plan that was approved by our board in 2007. The School Improvement Team met in 2008 and came to the conclusion that the SIP of 2007 was too vague in its goals and objects, and it lacked any measurements for the goals and objectives it did have. The SIT (headed by Amanda Yount) developed a new plan based on the need assessment in Education Yes. The new plan was created in a format that identifies areas of need, methods to address those needs, timelines for progress on each need, identifies individuals responsible for the implementation of the tasks assigned to combat each need, and stated the expected outcomes. The plan is expected to go into effect in the fall of 2008.

Due to the fact that Windover has reached Phase III of NCLB for the school year 2008/2009, the Principal was assigned a "coach", and the school went through two school wide audits by representative of the Michigan Department of Education. The principal and staff also took part in professional development activities in conjunction with the Process Mentor Team in order to better understand MME data and how that data could help us identify and address areas of weakness in our curriculum.

Since Windover has not been able to raise our MME scores to make AYP and so is in Phase Two of School Improvement. During the early part of the school year, the staff worked with consultants to better implement curriculum mapping to enhance the effectiveness of the curriculum.

CIMS: Continuous Improvement in Monitoring System

For the first time in our school's history, Windover took part in the CIMS program in 2007/2008. The purpose of the program was to evaluate special education services to determine problems and to create solutions to any problems found. We ran into a number of problems due to the fact that the school lacked proper special education services. By the end of the CIMS program in the April, Windover High School had implemented a special education program that eliminated the problems identified in the CIMS process.

ACADEMIC GOALS

- A. All students will demonstrate continuous improvement in the areas of math, English, social studies, and science.

Strategies:

- Hold credits needed for graduation to 22.
- Offer basic level classes in math, science and English to raise student skill levels.
- Employ curriculum mapping as a means of analyzing instructional content.
- Increase cross-curricular teaching activities.
- Utilize technology to enhance the curriculum (Plato Learning Systems).
- Provide professional development in the content areas for the staff.

Status: Twenty-two students took all or part of the MME during the spring testing session. Our Spring, 2008 MME results showed enough improvement over the previous year's results in both Math and ELA to qualify our program for "Safe Harbor" status; however, we did not make AYP based on our Graduation Cohort. One student qualified for the Merit Award. All four of the teachers who work in core curriculum areas attended at least one workshop in his/her content area. The staff also was recertified in CPR.

- B. All students will use technology as a tool to improve their ability to access and exchange information, career awareness, and job skills.

Strategies:

- Provide all students access to and instruction on the Internet and the latest professional software.
- Provide up-to-date computer equipment in each classroom.
- Apply technology in enterprise classes simulating the world of work.
- Provide professional development activities for the staff.

Status: The website for Windover (www.windover.org) was developed and is managed internally. The counselor and several students created the Graduation Picture Show as a

PowerPoint presentation, which was used in the 2008 graduation ceremony. Digital projectors are available for use by the academics teachers, providing computer-based work stations in all three rooms, and digital cameras are available for school-wide use. The Graphic Arts department is now equipped with a state of the art thermal printer which allows students to print graphic designs from the computer directly to vinyl (considered cutting edge in the industry).

- C. All students will graduate from high school and have strategies to set and accomplish goals for the future phases of their lives.

Strategies:

- Qualified students will be encouraged to dual enroll.
- Provide the opportunity to visit a college and learn how to enroll and seek financial assistance.
- Provide the opportunity to choose a career pathway and explore job opportunities through research and job shadowing.
- Evaluate work history and produce a resume that reflects each student's experiences, abilities, and interests.

Status: Each student that participated in economics developed a work history and resume'.

SPECIALIZED PROGRAMS

Windover High School provides numerous educational opportunities for students within a flexible, alternative setting. These choices include vocational/technical education, dual enrollment at area colleges and universities, shared-time courses with other schools, and individual tutors as needed are available in Reading and Math.

The process used for classroom assignment includes, but is not limited to, formal assessment, student interest, and parent request. Priority is given to the "required" needs of each student and secondly to the "elective" needs of each student.

ENTERPRISE CLASSES

Windover offers students educational opportunities in two enterprise areas—Culinary Arts and Screen Printing. The purpose of the classes is to teach specific vocational skills and to provide real-life business experiences for the students, who produce a product or service to sell. After returning the cost of supplies to the school, the profits are divided, and students receive an incentive check at the end of each month.

During the 2007/2008 school year the Culinary Arts program served the needs of 60 students and generated \$32,825 (up from \$27,299.39) in revenue. After costs were reimbursed, the students received \$11,061.21 (up from \$10,235.10) in incentive checks.

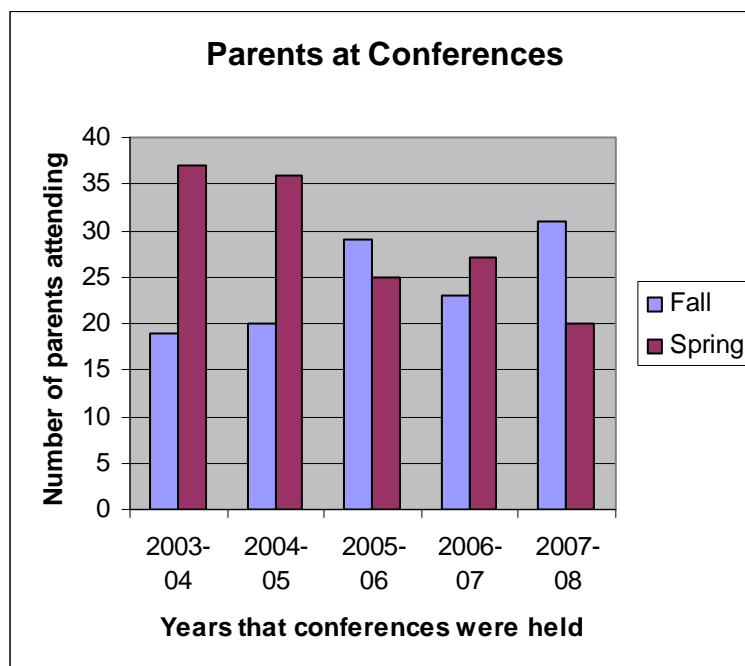
The Screen Printing Enterprise class served the needs of 63 students and billed \$28,079.25 (up from \$21,233.92) for goods and services. After all the overhead costs were reimbursed, the students received \$12,604.71 (up from \$9,731.48) in incentives.

STAFF QUALIFICATIONS

Six teachers are employed by Windover High School and all work in their respective areas of certification. All teachers are highly qualified and the academic teachers as well as the vocational teachers work in their areas of certification. Both para-professionals are highly qualified. The school also utilized four college students as classroom assistants in the academic and Enterprise areas.

PARENT PARTICIPATION

Approximately 50% of Windover students in 2007-08 were legal adults; therefore, participation of parents takes a different form. All parents are encouraged to participate in any way possible—from conferences to field trips, to school volunteers, to guests for lunch. Communication with families is an important element in the success of Windover High School. A Fall Open House and Spring Parent/Teacher Conferences are made available to parents each school year. Teachers call parents, and parents call the school to discuss student progress. Numerous individual conferences are scheduled as requested by parents and by teachers and are conducted immediately after school. Quarterly newsletters are sent to the students and their families, including updates on school activities. Finally, student credit sheets, which detail the amount of credit earned, are distributed during conferences.



TITLE I AND AT-RISK (31-A) FUNDING

Windover High School is a Title I Targeted Assistance school. That means extra resources are available for students identified as failing, or most at-risk of failing, to meet the State's challenging student performance standards. In addition to class time, teachers are available before or after school, during breaks and at lunchtime to provide extra assistance to students.

Windover was awarded \$47,769 in Title I funding. 5% of the allocation of Title I money was set-aside for professional development for teachers in the core academic areas. A portion of the Counselor's salary was funded through Title I. Due to the fact that Windover was in Phase III of NCLB, 20% of our Title I funding was set-aside to be used for after school tutoring services and transportation for students that wish to transfer to a school in Phase 0. No student took advantage of these funds for the 2007/2008 school year.

Parents of students attending a Title I school have the right to request information about teacher certification and may do so by contacting the principal.

At-Risk (31-A) funding is determined (in part) by the number of students who qualified for free lunches the previous October. In 2007/2008 Windover used At-Risk funding to pay the salaries of para-professionals and a reading tutor who work directly with students. The remaining monies were used to purchase instructional materials for students who qualify as at-risk students.

STUDENT ACHIEVEMENT

In addition to individualized teacher assessments, which can more accurately determine the students' unique achievements and abilities, Windover administers the Michigan Merit Exam (MME) provided by the Department of Education. This year the MME consisted of the ACT and Work Keys tests combined. It is a three day event that is both challenging and grueling. MME scores are required to be disaggregated by race, ethnicity, gender, disability status, migrant status, English Proficiency, and status as economically disadvantaged as long as there are at least 30 members of each subgroup. Windover has no subgroups with 30 members in it.

MERIT AWARD

Beginning with the 1999/2000 school year, scholarship money was made available to students who passed the reading, writing, science, and math MME. Currently every student that takes the MME will qualify for the MERIT award; however, the scholarship is awarded in two different ways depending on the test results. Students who receive a rating of 1 or 2 in each of these test areas qualify for the scholarship upon entry to a state approved post-secondary program. Students that receive less than a 2 in each of the test areas will receive the MERIT award after completion of two years in a state approved post-secondary program. Last year one Windover student qualified for a MERIT award during the 2007-08 school year.

ADEQUATE YEARLY PROGRESS

During the 2007-08 school year, Windover was able to show improvement in student achievement. In virtually every area of testing the results pointed toward an upward trend. The shift was dramatic enough to allow the state to award the status of “Safe Harbor” in the area of academics; however, Windover did not make Adequate Yearly Progress (AYP) under No Child Left Behind due to our graduation rate. Because of the way graduation rates are calculated, Windover’s graduation rate was set at 20%. In order for Windover to make AYP in 2007/2008 our graduation rate had to be at 80%. This is the fifth year in a row that Windover has not achieved AYP.

MME SCHOOL SUMMARY REPORT

MME Reading		Performance Levels				
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	22	36%	27%	36%	0%	36%
2007	20	45%	20%	35%	0%	35%

MME WRITING		Performance Levels				
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	21	29%	57%	14%	0%	14%
2007	18	39%	56%	6%	0%	6%

MME ELA		Performance Levels				
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	21	29%	48%	24%	0%	24%
2007	17	41%	35%	24%	0%	24%

MME MATH		Performance Levels				
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	22	59%	18%	23%	0%	23%
2007	20	80%	5%	15%	0%	15%

	Performance Levels					
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	21	29%	29%	43%	0%	43%
2007	21	57%	33%	10%	0%	10%

	Performance Levels					
	No. of students tested	Level 4	Level 3	Level 2	Level 1	Levels 1&2
2008	21	5%	10%	62%	24%	86%
2007	19	0%	21%	74%	5%	79%

TESTING FOR CREDIT

Many of the students have experienced at least one semester of failure before attending Windover. A significant number of students are one or more years behind in receiving high school credit when they begin at Windover. To encourage and expedite the graduation of students 18 and older, a testing for credit program was implemented and remains a very important option for students.

TEST	HALF CREDITS EARNED		Science:		
	2006/07	2007/08			
English:			Life Science	5	15
Writing Skills	1	0	Practical Health	3	3
Drama	0	0	Earth Science	3	1
Prose	0	0	Biology	1	0
Poetry	0	2	Chemistry	0	0
Mechanics	4	1	Social Studies:		
Comprehension	11	10	Geography	2	3
Grammar	0	0	Economics	0	1
			U.S. Government	0	8
Math:			Behavioral Science	2	2
Practical Math	0	0	U.S. History	3	1
Algebra	0	0	Sociology	0	0
Business Math	0	1	Psychology	1	0
			Totals	36	48

STAFF DEVELOPMENT

In an effort to continually update, refresh, and advance the knowledge each staff member possesses, professional development is encouraged for everyone. A sampling of the conferences, workshops, and in-service activities for 2007-08 follows:

- Adult CPR training for entire staff
- Saginaw Valley Regional Summer Institute
- Michigan Reading Association Summer Literature Conference
- Bridges out of Poverty Training
- 18th Annual National Youth-At-Risk Conference
- Process Mentor Team Presentation
- S.P.A.R.K. Training
- Edge Training (Graphic Arts)
- Curriculum Mapping Workshop
- Curriculum Alignment Workshops

STUDENT FIELD TRIPS AND SEMINARS

A different kind of learning occurs outside the classroom. To that end, the students of Windover High School were encouraged to participate in the following activities:

- Elks Student of the Month Program
- Fall Open House and conferences
- Spring Parent Conferences
- 8th Annual Windover Blood Drive
- Delta College Career Fair
- Delta College financial aide presentation and tour of programs
- Student panels for Leadership Midland & Youth Leadership
- Student of the Week
- Chippewa Nature Center
- Northwood Auto Show
- 75th District Court
- World's Greatest Desert Party (Culinary Arts)
- Pittsburgh School of Art & Design presentation
- Joe Rogers of Wildlife Recovery
- The 1st Annual City Forest Sled Challenge

COMMUNITY PARTNERSHIPS

Working successfully with teenagers requires the cooperation of the entire staff and the community. In an effort to keep the students at the center of the process, the following community partnerships have been developed to enhance the education at Windover High School:

- The Education and Training Connection
- Midland Community Cancer Services
- Midland County Department of Public Health
- Family and Children's Service of Midland
- Midland County Education Service Agency
- Midland County Law Enforcement Agencies
- MCESA Safe and Drug Free Schools Consortium
- Midland County Red Cross
- Ernie Wallace Memorial Blood Bank
- Mid-Michigan Visiting Nurses Association
- Elks Club
- Delta College Career Development Center
- Grace A. Dow Library
- Midland Center for the Arts
- MCYAC
- Michigan Works!
- Circle of Health
- Midland County Sheriff Department
- Gratiot/Isabella ISD
- MCTV Studios
- Voluntary Action Center
- Midland Literacy Council
- Dow Chemical Company mentors
- Junior Achievement of Mid-Michigan
- Chippewa Nature Center
- Dow Corning Foundation

BUILDING SAFETY PLAN

Windover High School has a Crisis Policies and Procedures Plan already in place from the previous year. The entire staff has received information and training on these procedures. A copy of the manual is available in every room. It is reviewed with the staff annually and updated as needed. In the event of an emergency, a code red plan has been detailed for the staff.

Drug and Violence Statistics:

The following statistics are based on student anecdotal records gathered by the principal.

Year	Drugs & Alcohol	Fighting	Other Violence	Weapons
2006/07	5	8	3	1
2007/08	9	10	7	0

STUDENT RETENTION/DROPOUT DATA

	2006-07	2007/08
Graduates	24	32
Returning students	73	75
Dropped out	20	23
Transferred to another school	38	29
Transferred from another school	84	83
Incarcerated	3	4
Moved from area	2	11
Long-term suspension/expulsion	4	1
Went to work	3	5
Maternity leave	0	7
Deceased	0	0
Total Enrollment	166	165

POST-SECONDARY ENROLLMENT

College equivalent/advanced placement courses are not available to students at Windover. Students are encouraged to dual enroll during their senior year as long as they have passed the required MEAP tests. Many students work for a year or longer after graduation before going on to college or a trade school.

	2006/07	2007/08
Dual enrollment	0	2
Attending college or trade school	8	3
Military	0	1