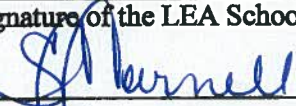# Attachment II.A.1

Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: **Westwood Community School District**	Applicant's Mailing Address: **3335 S. Beech Daly** **Dearborn Heights, MI 48125**

LEA Contact for the School Improvement Grant

Name: **Sue C. Carnell**

Position and Office: **Superintendent**

Contact's Mailing Address: **Westwood Community School District**
3335 S. Beech Daly
Dearborn Heights, MI 48125

Telephone: **(313) 565-1858**

Fax: **(313) 565-3162**

Email address: **carnells@wwschools.net**

LEA School Superintendent/Director (Printed Name): **Sue C. Carnell**	Telephone: **(313) 565-1858**
Signature of the LEA School Superintendent/Director: X _Carnell_	Date: 8/16/10
LEA School LEA Board President (Printed Name):	Telephone: **(313) 565-1858**
Signature of the LEA Board President: X _____	Date: 16 August 2010

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

District Name: Westwood Community School District	**District Code:**
ISD/RESA Name: Wayne RESA	**ISD Code:**

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A, Schools to be Served, and the criteria for selection as attachments to this grant.

☐	**Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher performing schools in the district.
x	**Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data provides extended learning time and creates community-oriented schools. **model to effect change:**
☐	**Turnaround Model:** Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
☐	**Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (*Attachment I.A.1*, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	Restart	closure	transformation
Robichaud High School			X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
   o Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III School using complete and consistent data. Attachment II.B.2 provides a model for that analysis.
   o Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented."

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.

Hamilton J. Robichaud is a traditional 9-12th grade high school. The student population size is approximately 500. Robichaud has experienced a 5% decline in enrollment from year to year for the past 4 years. As a result of declining enrollment, staffing has been cut, job duties have increased, resources have been cut, class sizes have increased, and professional development opportunities have been restricted.

Ninety-two percent of the population is African-American, and 82% of the population is economically disadvantaged. Students with disabilities comprise 17% of the student population. The proportion of male and female students is approximately equal.

Robichaud has a total of 29 teachers on staff. Over 50% of the teaching staff has been at Robichaud for eight years or more. Generally staff absenteeism is low. Inasmuch that class size is at 17 to 1 student to teacher ratio, students' academic performance data indicates that 92% of students entering 9th grade demonstrate scores of at or below 16% on the Explore Test in 2009 verse 56% of 9th graders nationally. Additionally, more than 50% of 11th graders scored below state standards in ELA and math. This harming student performance data makes it imperative that class sizes and teacher preparation are not jeopardized.

Robichaud utilizes parent-teacher conferences, e-mail, progress reports and teacher websites as means to involve parents in supporting student achievement. Parents are encouraged to attend monthly Board meetings, "Sip-n-Chat" with the superintendent and the monthly Parent Teacher Association meetings. Parents are also invited to participate on the district Strategic Planning Committee and interview committees. Despite the school's parent

involvement initiatives, Robichaud's parent-teacher conference attendance hovers around 16%.

Analysis of the demographic data identified declining enrollment, the threat of increased class sizes, and limited parental involvement as areas of concern. The possible causes contributing to these concerns include losing students to neighboring districts, the movement of families due to the poor economy, and disconnect between the school and home.

Additionally, through the completion of the comprehensive needs assessment, focus group interviews, and teacher, student and parent surveys, the staff determined that high student failure rates, absenteeism, disciplinary referrals, and low staff morale have contributed to a decline in school spirit and climate.

Each of the selected reform strategies is based upon sound research and is in alignment with the findings of the comprehensive needs assessment. The strategies chosen were selected to address the identified needs of:

- Student achievement in Math and ELA

The chosen strategies include:
- Transform Robichaud into two small learning communities (School within a school model creating Westwood New Tech High School)
- Professional development
- Increase learning time for students and teachers
- Frequent evaluation of students and faculty
- Change in the instructional process
- The inclusion of technology to foster student engagement
- Providing additional personnel to support teachers and principals.

The school leadership team consisting of building administration and teachers in collaboration with the superintendant and the director of state and federal programs examined each piece of data to identify strengths and weaknesses. These were determined using National benchmarks. Data was disaggregated by each subgroup (gender, race, socioeconomic status) using the sources listed below to assure that true weaknesses were discovered and to assure that the data was mined to go beyond surface weaknesses. The team also had an outside evaluating team North Central Association (NCA) visit the school to examine practices, policies, and achievement. Utilizing the Michigan School Improvement Framework, Robichaud High School has analyzed disaggregated data from multiple sources: Please see chart below for: CNA data analysis

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 ACT-Explore Test	9th Grade	English, Math, Reading, Science
2 ACT-PLAN Test	10th Grade	English, Math, Reading, Science
3 SRI – Scholastic Reading Inventory	9th-11th Grade	Reading

| Inventory		
4 Key Train	9th -11th Grade	Reading for Information, Applied Mathematics, and Locating Information
5 Final Exams	All grades	All core content area subjects

Longitudinal data for every standardized test taken at every grade level indicates student deficiencies in the following areas-ELA and Mathematics
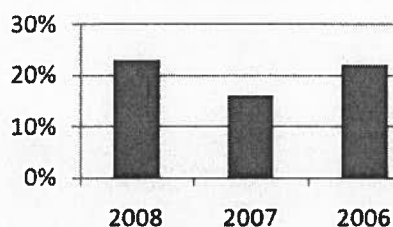11TH GRADE MICHIGAN MERIT EXAM DATA

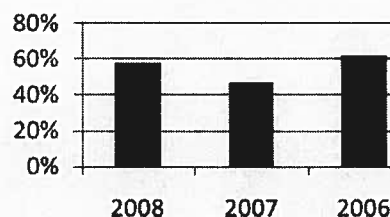Grade 11
MME ELA Results
Percentage of Students at
Levels 1 & 2
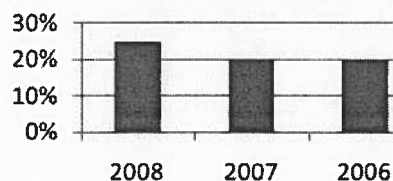
Grade 11
MME Mathematics Results
Percentage of Students at Levels
1 & 2
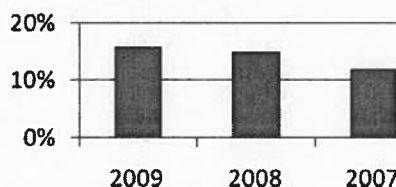
Grade 11
MME Science Results
Percentage of Students at
Levels 1 & 2

Grade 11
MME Social Studies Results
Percentage of Students at
Levels 1 & 2

Conclusion:

Careful review of the grade 11 MME results shows the school is not performing satisfactorily in any of the subject areas. Students are performing well below the Michigan AYP targets in both Math and ELA. In accordance with accountability system mandated by No Child Left Behind of 2001, all students all students must be 100% proficient in reading and math by 2014. Currently, the data indicate that the students at Robichaud academically demonstrate very little growth, if any, has occurred over a three-year time span. The information gained from this data will be used to develop diagnostic assessments to determine modifications in

the curriculum, changes and professional development needs in instructional practices, intervention, remediation for students and the creation of Westwood New Tech High School a smaller school within Robichaud High School.

9TH GRADE EXPLORE DATA

Grade 9
Explore English Scores
Percentage of Students in Score Ranges

	15-18	12-14	1-11

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
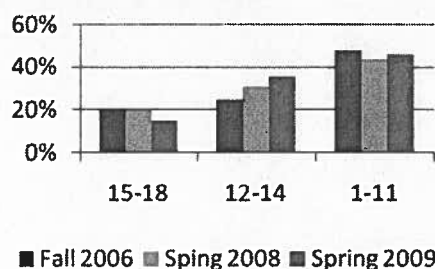
Grade 9
Explore Math Scores
Percentage of Students in Score Ranges

	15-18	12-14	1-11

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
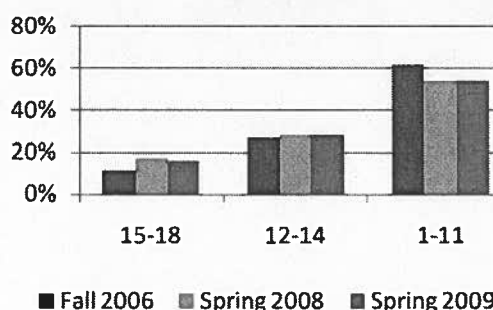
Grade 9
Explore Reading Scores
Percentage of Students in Score Ranges

	15-18	12-14	1-11

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
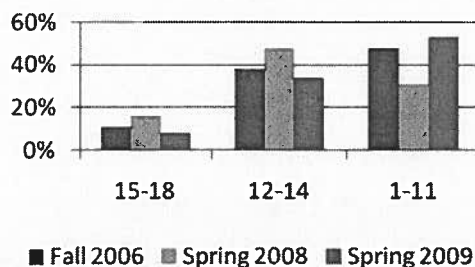
Grade 9
Explore Science Scores
Percentage of Students in Score Ranges

	19-25	15-18	12-14	1-11

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
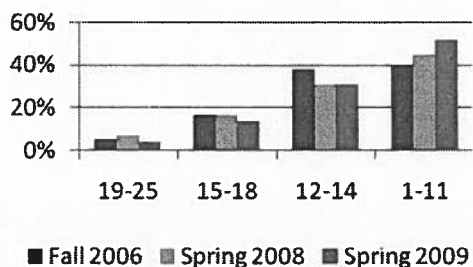
Grade 9
Explore Composite Scores
Percentage of Students in Score Ranges

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
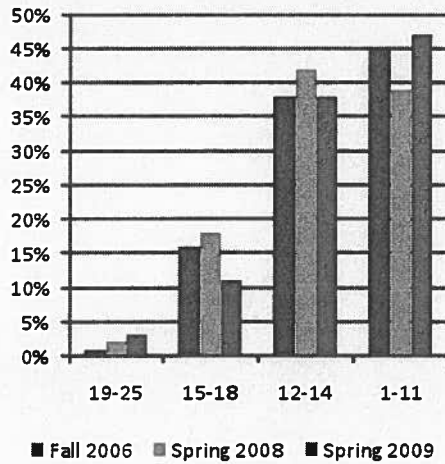
Grade 9
Percentage of Robichaud Students at or below CRBS for Explore
(College Readiness Benchmark Standards)

■ Fall 2006 ■ Spring 2008 ■ Spring 2009
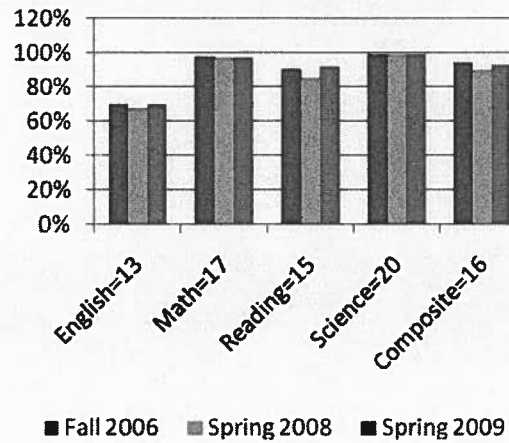
Conclusion:

In every subject area, a preponderance of the ninth grade student population is performing in the 1-11 score range. Although student performance is low in all subject areas, ninth grade students are performing better in English than in any other subject area. No improvement in any subject area has been identified within the last three years. The number of students performing below the College Readiness Benchmark Standards is significantly high; indicating Robichaud students are not being prepared for college. The implications of this data are a huge need for academic support for students, professional development in research-based instructional strategies proven to improve student performance, and a concentrated focus in the content areas of Math, ELA and Science.

10TH GRADE PLAN DATA

Grade 10
PLAN English Scores
Percentage of Students in Score Ranges

■ Fall 2006 ■ Spring 2008 ■ Spring 2009

Grade 10
PLAN Math Scores
Percentage of Students in Score Ranges

■ Fall 2006 ■ Spring 2008 ■ Spring 2009

**Grade 10
PLAN Reading Scores
Percentage of Students in
Score Ranges**

60%	
40%	
20%	
0%	
20-32 17-19 14-16 1-13	

■ Fall 2006 ▨ Spring 2008 ■ Spring 2009

**Grade 10
PLAN Science Scores
Percentage of Students in
Score Ranges**

60%	
40%	
20%	
0%	
20-32 17-19 14-16 1-13	

■ Fall 2006 ▨ Spring 2008 ■ Spring 2009

**Grade 10
PLAN Composite Scores
Percentage of Students in Score
Ranges**

80%	
60%	
40%	
20%	
0%	
20-32 17-19 14-16 1-13	
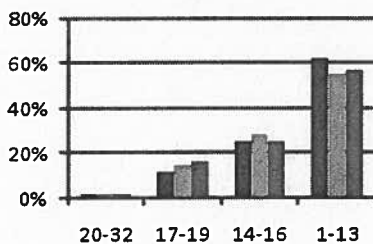
■ Fall 2006 ■ Spring 2008
■ Spring 2009

**Grade 10
Percentage of Robichaud Students at or
below CRBS for PLAN
(College Readiness
Benchmark Standards)**

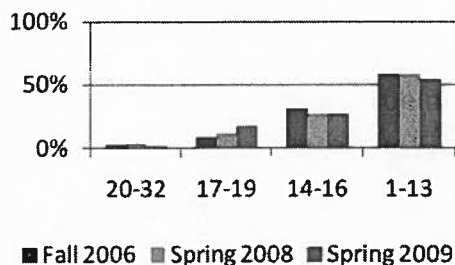|	
120%	
100%	
80%	
60%	
40%	
20%	
0%	
English=15 Math=19 Reading=17 Science=21	
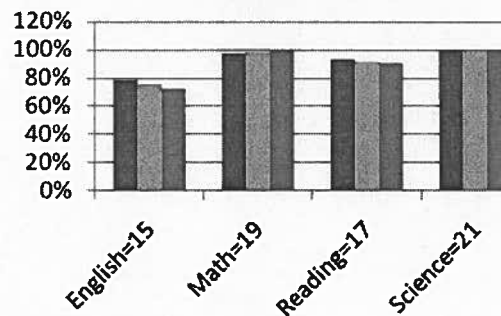
■ Fall 2006 ■ Spring 2008 ■ Spring 2009

Conclusion:
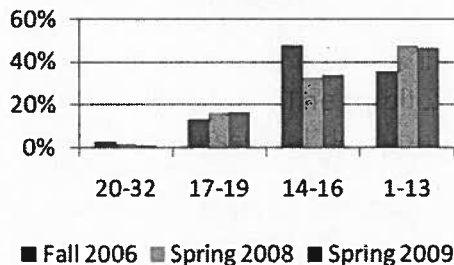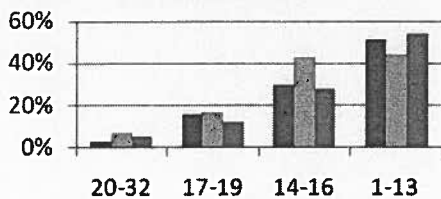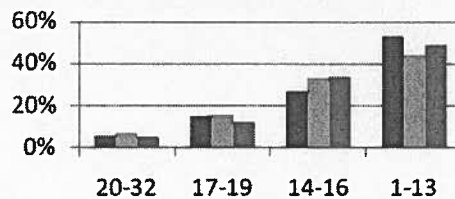
In every subject area, a significant number of tenth grade students are performing in the 1-11 score range. Although student performance is low in all subject areas, tenth grade students are performing better in English than in any other subject area. Student performance over the past three years has shown a slight decline. As with the Explore exam, the number of students performing below the College Readiness Benchmark Standards is significantly high; indicating Robichaud students are not being prepared for college. The implications of this data are a huge need for academic intervention for students, professional development in research-based instructional strategies proven to improve student performance, and a concentrated focus in the content areas of Math, ELA and Science. Also, the creation of Westwood New Tech High School transforms the culture in the school dramatically. This creates smaller learning communities for students. Both Robichaud and New Tech High will offer students and teachers increase learning opportunities.

**Grade 11
Percentage of Sub-group Meeting
State Proficiency Standards
ELA**
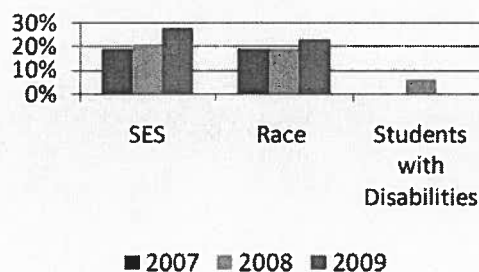
**Grade 11
Percentage of Sub-group Meeting
State Proficiency Standards
ELA**

**Grade 11
Percentage of Sub-group Meeting State
Proficiency Standards
MATH**

**Grade 11
Percentage of Sub-group Meeting
State Proficiency Standards
MATH**

Grade 11
Percentage of Sub-group Meeting State Proficiency Standards
SCIENCE

■ 2007 ■ 2008 ■ 2009

Grade 11
Percentage of Sub-group Meeting State Proficiency Standards
SCIENCE

■ 2007 ■ 2008 ■ 2009

Grade 11
Percentage of Sub-group Meeting State Proficiency Standards
SOCIAL STUDIES

■ 2007 ■ 2008 ■ 2009

Grade 11
Percentage of Sub-group Meeting State Proficiency Standards
SOCIAL STUDIES

■ 2007 ■ 2008 ■ 2009
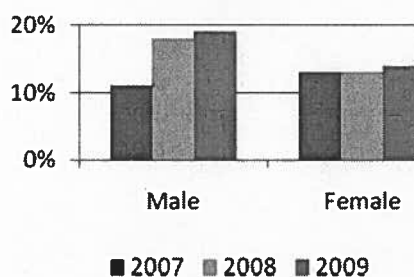
Conclusion:

When looking at student achievement data, all of the subgroups are performing below the state average on the MME. On the contrary; there has been an increase in student performance in all subject areas over the past year. Both boys and girls have seen a slight increase in performance is all subject areas except for ELA, where boys showed a slight decrease during the past year. Of the three subgroups at Robichaud, students with disabilities have the poorest performance. Analysis of the subgroups indicates the students with disabilities population is also in need of academic intervention. This data will be used to revamp, revise and guide classroom instruction and co-teaching pedagogy in addition to professional development in meeting the needs of diverse learners. This data will be used to provide co-teaching pedagogy in addition to effective professional development in meeting the needs of diverse learners. Additionally, the New Tech High School will provide students with educational options that enhance the educational opportunities for enrolled students at Robichaud and also prospected students.

In addition to the use of the aforementioned data, the leadership team also completed the Michigan on Site Review School Study guide (**Attachment 1**) which indicated major weaknesses in 3 key areas:

- **Strand I teaching and learning**- although the core curriculum is aligned with state standards, Robichaud high school does not have a comprehensive cohesive plan for instruction and learning.

- **Strand III personal and professional learning-** Professional learning has not focused on both content and pedagogy.

- **Strand V-** Data and information management

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

McREL's *Leadership Folio Series: Guiding Comprehensive School Reform* suggests that sustaining school reform initiatives are found to be the result of the interaction of multiple factors at the school level. These factors include **commitment, resources, time, infrastructure, and professional development**. We have models that will address each of these areas and in particular:

School Level Administrative Commitment is critical to successful implementation and sustainability of school reform and the commonality is that the administration has a clear mission and vision of the reform and could communicate reform expectations and accountability to all staff members and the entire school community. We believe that Robichaud High School has this vision. Below is the collective mission statement.

The mission of Hamilton J. Robichaud High School and Westwood New Tech High School is to work cooperatively with the home and community to provide a safe, diverse, challenging, and positive academic environment while creating competitive scholars and promoting higher-level thinking.

This compliments the mission of the district which is to: Working together to prepare students to succeed in a competitive society

Shared Leadership is in schools that adhere closely to a reform model. School leaders at Robichaud High and Westwood New Tech High have decision-making power, collect and utilize feedback to guide the reform, and communicate decisions effectively to the rest of the community. Shared leadership often supersedes a lack of resources. Shared leadership is an integral part of Robichaud High School's reform models. Teams at the school level, when effectively purposed, organized, and supervised, provide an infrastructure for continuous improvement. Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision-making allows for distributive leadership. While principals in effective schools promote staff collaboration, teachers working with less effective instructional leaders function more as individuals than as members of a school team—"in the less successful schools, teachers were often left completely alone to plan what to teach, with little guidance from their senior colleagues and little coordination with other teachers" (Rutter et al., 1979, p. 136). Collaborative activities that do occur in these less successful schools are more socially based and less professionally oriented than the exchanges that occur in schools with more effective instructional leaders.

Schmoker (1996) recommends that teams of teachers implement, assess, and adjust instruction in short-term cycles of improvement—not annually, but continuously. Common team tasks include intensive efforts to align content taught across grades, and development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. Practices such as the development of agendas and minutes and the use of organized procedures for meetings help the teams stay focused and maintain a history of teamwork.

Planning and decision-making within Robichaud will require *teams*, *time*, and *access to timely information*. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. Hassel et al. (2006) provide useful tools to begin the change process and get planning teams started.

A structure for team planning, work, and decision-making at Robichaud includes a Leadership Team, Instructional Teams, and a team focused on the family-school connection (such as a School Community Council).

The **Leadership Team** is will be comprised of the principal and team leaders from the Instructional Teams (grade level or subject area teams). The Leadership Team may also function as the School Improvement Team, with parent members attending meetings scheduled for purposes of reviewing and amending the school improvement plan.

The **Instructional Teams** are manageable groupings of teachers by subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible.

School **Community Council** is comprised of the principal, counselor, social worker, teachers, support staff and parents. The School Community Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home).
Below are action steps for shared decision making:

1. Develop written statements of purpose and by-laws for each team's operation.
2. Provide teams with work plans for the year and specific work products to produce.
3. Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.
4. Maintain a file of the agendas, work products, and minutes of all teams.
5. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for an hour each meeting; Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.
6. Provide professional development on effective teaming practices.

7. Incorporate team structures into the school improvement plan and school governance policy.
8. Establish an additional learning community within the school, creating Westwood New Tech High School.

Use of Benchmarks and Evaluation data to Track Progress and Results Use of data, coupled with a leadership team indicated above, collects feedback and holds one another accountable to reform goals, is often more important than a formal evaluation plan. This structure is built in to the school reform model chosen by Robichaud High School. The *Using Student Achievement Data to Support Instructional Decision Making* practice guide published by IES defines data-based decision making as "...teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap, to guide a range of decisions to help improve the success of students and schools" (pp. 46). The activities and decisions undertaken by Robichaud High School will involve database decision-making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus.

Data systems allow for the collection, interpretation, and use of student data. A universal screening system will be used at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as reading and mathematics (Gersten, Beckmann, Clarke, Foegan, Marsh, Star, & Witzel; 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008). At-risk students will be selected to receive research-based interventions. We will also use progress-monitoring data (collected on a frequent basis) to gauge the students' progress (or response to an intervention) towards critical academic outcomes (Tilly, 2008). Formative assessments will be collected to give teachers feedback about students' understanding of the material presented and what minor adjustments to their instruction may be needed to improve students' understanding.

Below are the action steps:

1. Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).

2. Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention, n.d.; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).

3. Use formative assessments to evaluate learning and determine what adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007).

Based on as analysis of student achievement data, Robichaud High School has chosen a school improvement model that supports sustainability by changing ineffective instructional

practices. Once in place, these changes have little cost associated with them other than training new hires and retraining for effectiveness. At the end of three years, Robichaud High School will have build sufficient capacity from within to carry on the reform model. Additionally, the reallocation of other funding sources toward school improvement efforts will insure that all possible funding is available to continue the reform.

The Transformation model has built-in effective leadership training for the administrators and the aforementioned school leadership team. In addition, through the Transformation Specialist, and Academic and Technology Coaches, support will be onsite daily to provide weekly feedback, instruction, and encouragement to teachers on the implementation of interventions designed to offer operating flexibility. Operating flexibility will include scheduling, extended learning time, and an effective reward system. Staff will be provided daily support from the Academic and Technology Coaches in the form of modeling, side by side coaching, assistance in planning, and intervention implementation. The superintendent, director of state and federal grants and business manager will assist the high school administration in identifying alternative funding sources to sustain operation protocol that may require financial support. These sources could include local businesses, alumni associations, foundations, other grants, school boosters, and private donations.

School leadership and staff will be provided regular training in affecting school change and in technology integration. Topics will include school design, assessment, and instruction, building a strong team, and shared responsibilities. High school administration will also be assigned mentor administrators from other districts that they can call to receive advice and feedback when necessary. The administrators will also engage in instructional leaderships methods nationally recognized research such as, *Instructional Rounds in Education, A Network Approach to Improving Teaching and Learning, by Elizabeth City, Richard Elmore, Sarah Fiarman and Lee Teitel.*

Plans for sustainability

Interventions and Activities	Plan for Sustainability
Professional consultants/Data tool analysis	Data tools for analysis will not require additional funding at the end of the grant period. Professional consultants will have trained faculty, staff, and district personnel to have sufficient capacity to continue the school improvement efforts.
Academic Coach/Technology Coach	At the end of the grant period, these positions will be moved to other fund sources (Title I)
RTI (Response to Instruction)	After training, there is little cost associated with Response to Instruction and local funds will be allocated for this cost.
Professional Development	Any additional professional development necessary (retraining, new hires) will be provided with Title I and Title II funds.

Transformation Coach	At the end of the three year grant period, the principal and school leadership team will have sufficient training and capacity to insure that instruction continues to be data driven and collaboration continues to take place as a result of the ongoing training and professional development.
21st Century Classrooms	Once purchased, the maintenance for 21st Century classrooms will be done by a locally funded technician and integration continued by the Technology coaches.
The Michigan Principals Fellowship New Tech Network Training	Work throughout the three-year cycle of training focuses on creating and expanding the essential school conditions for improved student achievement. The training is designed to build the collective capacity of the adults within a school.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.

✓
(http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc

✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels

✓ A completed rubric (Attachment I.C.1) scored by the Process Mentor team detailing specific areas of lack of capacity

THIS SECTION IS NOT APPLICABLE TO WESTWOOD COMMUNITY SCHOOLS.

3. For each Tier I and II school in this application the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
- Select external providers from the state's list of preferred providers;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
- Sustain the reforms after the funding period ends.

Design and implement interventions consistent with the final requirements

According to the *Final Requirements for School Improvement Grants* document, as amended in January 2010, schools selecting the transformation model are required to implement each of the following strategies:

I. Developing and increasing teacher and school leader effectiveness.

a. *Replace the principal who led the school prior to commencement of the transformation model.*
In April 2009, the Westwood Community School District began the process for selecting a principal and assistant principal to lead Robichaud High School. Westwood Community Schools hired Mrs. Kellie Cunningham as the new principal of Robichaud High School in the fall of 2009. The hiring of Kellie Cunningham was with the specific intent of improving performance and turning around Robichaud high School. Mrs. Cunningham's performance is considered above satisfactory as measured by her administrator evaluation. Change is occurring in building culture and instructional improvement. Michigan Merit Exam scores have improved in all subject areas except math.

The superintendent has selected Mrs. Cunningham to continue the transformation process that she started and has lead successfully at Robichaud High school. It is imperative to the strategies proposed in this grant to keep administration stable. Principals are critical to a school's ability to more effectively implement school improvement activities and programs. Analyses suggest that schools without stability in school leadership are less likely to implement the key school improvement components. This action is consistent with research on the development and effectiveness school improvement efforts in schools (Griffith, 2008).

Due to the intent of this hire and current performance of Mrs. Cunningham, the Westwood Community School District believes it is in compliance with requirements and expectations of this grant. Mrs. Cunningham demonstrates the competencies of

a turnaround transformational leader as identified by Public Impact (2008): School Turnaround Leaders: Competencies for Success.

b. ***Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.***

Using a value added approach by linking evaluation with academic standards for students and professional standards for teachers will transform teacher evaluation into a more effective tool for improving instructional practice and raising student achievement at Robichaud High School. To improve teacher evaluation, central office and building administration will employ the following strategies:

• **Focus evaluation policy on improving teaching practice**—Robichaud High School and Westwood New Tech High School will use teacher evaluations as an informational tool to help administrators identify teachers who need additional or specialized assistance and to help individual teachers improve their instructional practices. Additionally, multiple measures of evaluation will be implemented:
- Peer to Peer
- Self evaluation
- Portfolio

• **Incorporate student learning into teacher evaluation**— Robichaud High School will transform evaluation from a traditionally input-based process into an outcome-driven one using measurable student achievement on the standardized assessments indicated in the comprehensive needs assessment (MME, PLAN, Explore, ACT) as principal data on which teachers are evaluated. Value-added estimates in combination with other measures will inform teacher evaluation decisions. Using the following strategies to develop a more effective evaluation system based on current research conducted by Morgaen L. Donaldson. *Using Teacher Evaluation to raise teacher quality, 2009. The teacher evaluation will include:*

o Rigorous professional standards that reflect the complexity of teaching and learning;

o A credible evaluation system that is multidimensional and requires multiple data sources, including standardized test scores where available;

o Collaboration between teachers and administrators;

o Evidence of student learning;

o Evidence of teachers' teaching and learning environment; and

o Professional judgment to grant and revoke tenure.

• **Create professional accountability**—Career ladders can provide Robichaud High school an opportunity to strengthen teacher evaluation policy and align it with performance-based teaching standards. Professional classifications (such as "beginning," "mentor," and "master" teacher) can also provide a framework through which to implement performance-based compensation.

• **Train evaluators**—Principals will need training opportunities to conduct more accurate and effective teacher assessments. Training will focus on skills such as analyzing effective teaching practice, determining a teacher's impact on student learning, and providing leadership for professional development and remedial assistance. The Michigan Principals Fellowship will meet this need.

• **Broaden participation in evaluation design**—The Westwood Community Schools District administrative leadership team consisting of building principals, superintendent, and executive director of innovative programs/curriculum must reach out to all education stakeholders, including teachers to design a teacher evaluation system. Teachers and building administrators must have confidence in and an understanding of evaluation— prior to and during implementation—to ensure its long-term sustainability.

• **Removal of staff who have not increased student achievement**—The current contract language contains provisions for two evaluations per year for non-tenured teachers with one evaluation every three years for tenured staff. Below are the proposed actions for removal of leaders and staff who have not increased student achievement:

- If a probationary teacher receives a less than satisfactory final evaluation he/she will be recommended for non-renewal.
- If a tenured teacher less than satisfactory final evaluation he/she will be provided with an individualized development plan.
- If tenured teacher does not complete IDP with satisfaction, the teacher will be recommend by leadership for dismissal.

Robichaud High School Leader and School Improvement team developed evaluation system that is comprehensive and will include:

- Transparent standards and rubrics for meeting those standards;

- Access to professional development to assist in meeting the standards;

- Labor and management group that examines the evidence, both for granting continuing employment status and for dismissing teachers;

- Create data systems; develop better measures of student achievement and classroom practices;

- Construct professional development activities and opportunities;

- Work labor-management teams on the processes for the evaluation;

- Teachers must understand the standards and the levels of performance required;

- Evaluator/administrators and peer reviewers a must be trained to assure that they are consistent in their judgments of teacher quality.

The leadership team believes this evaluation system supports the transformation process and is an worthily investment, especially when considering the high the costs to children in lost

opportunity from poor instruction and the costs to other teachers who have to deal with the consequences weak and incompetent teaching.

Below is a sample timeline for the evaluation process:

I. **August**

   A. Principal and staff establish school goals
   B. Principal explains the supervision process
   C. Principal and teachers review the evaluation instrument

II. **September**

   A. Teacher develops his/her initial professional growth plan
   B. Principal and teacher meet to discuss and finalize the teacher's professional growth plan
   C. Principal conducts informal classroom observations

III. **October/November**

   A. Principal conducts a formal classroom observation - all teachers
      1. Pre-observation conference and/or form
      2. Formal classroom observation
      3. Post-observation conference and report
      4. Intervention form
   B. Principal completes an evaluation instrument for all teachers
      1. Evaluation instrument
      2. Supervision conference
      3. Intervention form

   C. Principal monitors progress of the action plan (intervention form).
   D. Principal and teacher monitor progress of the professional growth plan
   E. Principal conducts informal classroom observations

IV. **December/January**

   A. Principal conducts a formal classroom observation - all teachers
      1. Pre-observation conference and/or form
      2. Formal classroom observation
      3. Post-observation conference
      4. Intervention form

   B. Principal completes the evaluation instrument for teachers with less than three years experience and any other(s) with whom he/she has concern
      1. Evaluation instrument
      2. Supervision conference
      3. Intervention form

   C. Principal monitors progress of the action plan(s) (intervention form(s))
   D. Principal and teacher monitor progress of the professional growth plan
   E. Principal conducts informal classroom observations

V. February/March

A. Principal conducts a formal classroom observation for all teachers.
1. Pre-observation conference and/or form
2. Formal classroom observation
3. Post observation conference
4. Intervention form

B. Principal completes the evaluation instrument for all teachers
1. Evaluation instrument
2. Supervision conference
3. Intervention form

C. Principal monitors progress of students intervention plans
D. Principal and teacher monitor progress of the professional growth plan
E. Principal conducts informal classroom observations

VI. April

A. Principal conducts informal classroom observations
B. Teacher completes self-evaluation of the professional growth plan
C. Principal monitors progress of the action plan(s) (intervention form(s))
D. Principal completes teacher evaluation summary form
E. Principal shares teacher evaluation summary form with the teacher before May 1.

Failure to meet IDP goals will result in dismissal via the following steps:

- Before the superintendent communicates to the board of education her decision to recommend the dismissal of a teacher, the superintendent must give notice of that decision to the teacher.
- Dismissal of a teacher must begin with the recommendation of the superintendent. The Teacher Tenure Act explicitly provides that a teacher "may not be dismissed except upon the superintendent's recommendation.
- Utilize the tenure hearing process for one the following five grounds for dismissal:
1. Inadequate performance
2. Neglect of duty
3. Failure to fulfill the statutory duties of a teacher
4. Insubordination
5. Failure to comply with the reasonable requirements of the board

In July 2010, Robichaud teaching staff participated in the development of strategies to fulfill the transformation model requirements. The outcome of this meeting was the following evaluation proposal:
- Increase the frequency of formal evaluations for all teaching staff
- Modify current evaluation tool based on McREL strategies
- Non-tenured teacher evaluations should be based on at least 4-5 unique visits to classroom
- Peer observations based on 4-5 different teachers from across curriculum
- Pre/post assessments in core classes (Plan, Explore, ACT, MME) to determine

student growth. Additional data might include locally developed assessments
- Staff surveys

Implementation Plan	
Action Step	Status
Meeting with Robichaud teaching staff to discuss SIG final requirements and provide suggestions	Complete
Meeting with union and district leadership to discuss SIG final requirements	To begin September 1, 2010
Union discussion and negotiations regarding revision of evaluation process which will includes language that alligned teacher evaluation peformance with student academic performance.	The district is currently negotiating contracts with all bargaining units. The evaluation process is part of that discussion

c. *Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove those who have not done so.*

The recruitment and retention of good teachers is crucial. Financial incentives and flexible working conditions will aid that goal. Central Administration will work with the Westwood Community Schools Teacher's Union during the first half of the 2010-2011 school year to discuss and work towards implementation of the following:

1. Teachers participating in National Board Certification may have an opportunity to have all or part of their costs reimbursed.
2. Signing Bonuses to new hires in areas of critical shortage (math, Science)
3. Flexibility in the school day may include a zero and/or 7th hour allowing teachers to start or end their day earlier or later. This also gives flexibility in scheduling.
4. Tuition reimbursement for teachers pursuing additional career related education.
5. Teachers and will receive monetary rewards based on increased student achievement on standard

A draft letter Memorandum of Understanding (Attachment 2) is included to this grant application. These discussions and decisions and are included in the Year 1 Timeline.

The Robichaud staff identified the following criteria for providing incentives to staff members for increased student achievement:
- Types of rewards
  - o Monetary incentives
  - o Education – credit hours
  - o Tuition reimbursement
  - o Recognition award

Implementation Plan	
Action Step	Status
Meeting with Robichaud staff to discuss SIG final requirements and provide suggestions	Complete
Meeting with district leadership and school board to discuss incentive criteria, process for administering incentives, and type(s) of incentives to be rewarded.	To begin September 1, 2010
Adoption of incentive policy	To be completed by October, 2010
Implementation of incentive policy	Ongoing

Staff that does not show growth in student achievement will be placed on an Individualized Development Plan that will target areas of needed improvement. Staff placed on an IDP must shown growth within one year of IDP placement.

d. Provide staff ongoing, high quality, job-embedded professional development.

Research using value-added assessment methods suggests that some teachers are more effective than other teachers (Ferguson & Ladd, 1996; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997), although this research has not yet identified the characteristics or practices that are associated with effectiveness. First, many large-scale educational reforms involve changes in instruction, and it are difficult to evaluate the progress of the reforms (e.g., the degree of implementation) without measures of instructional practice. Second, information about changes in practice is important in validating changes in test scores (Koretz, 2003). Third, with increased demands for "highly qualified" teachers, measures of instructional practice can inform improvements in teacher education and professional development (King & Newmann, 2000). Robichaud High School and New Tech High School will implement the following components in a system for measuring changes in instructional practices that result from professional development:

- Increase teachers' learning time
- Classroom observations
- Teacher surveys
- Peer Observation
- Teacher Logs
- Classroom vignettes

The district has provided time throughout the school year for professional development opportunities. Prior to the end of the school year, the Robichaud staff identified professional development topics focused on Math, ELA, Reading Across the Content, and the delivery of instruction for the 2010-2011 school year.

e. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place and retain staff.
The district currently provides salary increases based upon the acquisition of college

credit hours. A new system, in collaboration with the labor union and staff, will be developed. The plans are to develop a more focused system that is using and investment–based' approach that provides teachers with incentives and resources that encourage them to pursue opportunities for growth. Both, Robichaud and Westwood New Tech Highs' leadership team and the district are committed to responding to emerging needs and opportunities for supporting teachings' learning. Fundamental change is recognized and is necessary to ensure teacher effectiveness and student success. The plan that the leadership envisions will support movement towards fundamental change. This newly developed system will replace the single-salary scale with a career-based pay plan that includes career growth. Which will include a learning and development fund that allocate resources for teachers learning and stipends to teachers who take on leadership duties. The vision is to attract and sustain strong and highly qualified teachers, support their development, and support higher pay to those that perform well and take responsibility for improving instruction beyond their classroom. This new system will reward teachers for effective instruction, ongoing learning, successful leadership, and continual commitment and demonstrate behaviors that advance interest of students. (Article by Susan Moore Johnson, *Redesigning Teachers Pay: A System for the Next Generation of Educators, 2009).*

II. Comprehensive Instructional Reform Strategies

a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

The strategies are targeted towards meeting the school's annual goals of increasing student performance in ELA and Math by at least 25% percent, with the long-term goal of meeting 100% proficiency by 2014; as well as closing the achievement gap between the high and low performing students by providing intervention and remediation.

1. **Implementation of the Westwood New Tech High School Model**
   Need(s) addressed: student achievement, student engagement, building leadership capacity, change in school culture and the transformation into two small-learning communities.

   After careful review of the comprehensive needs assessment and student achievement data, Robichaud High School has selected to implement the New Tech High model as an instructional intervention to improvement student achievement. The model has been very successful in areas with similar racial and socioeconomic demographics. The New Tech High model is based upon 3 essential elements:

   - **A new instructional approach that engages learners.**
     Project-based learning (PBL) is the primary instructional approach in the New Tech model. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects aligned to state and district standards and customize them to the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.

The New Tech High model utilizes a co-teaching model in which courses are integrated. A team of two teachers deliver the interdisciplinary content which is aligned to the Michigan content standards.

- **A culture that empowers students and teachers.**
  Trust, respect and responsibility are at the center of the New Tech culture. At New Tech schools, students and teachers have ownership of school administration and the learning experience. Students acquire a level of responsibility similar to what they would experience in a professional work environment. Teachers model a team-based collaborative approach and have the flexibility to customize classrooms and projects to meet the individual needs of the student.

- **Fully applied technology that supports deep learning.**
  The use of technology supports the New Tech model's innovative approaches to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction.

The New Tech High model is based on the principle of small learning communities. Small learning communities (SLCs) refer to all school design efforts intended to create smaller, more learning-centered units of organization (Oxley, 2007). These communities serve up to a few hundred students, and are formed either by building new limited-size schools or by converting comprehensive high schools into multiple communities. The goals of creating SLCs are to increase student engagement and teacher involvement. Many educators believe that in small schools, teachers know their students better; students feel less isolated and alienated; discrepancies in the achievement gap can be reduced; and teachers are encouraged to develop innovative strategies (Cotton, 2001).

Robichaud High School will begin the 2010-2011 with one New Tech High School (Westwood New Tech High School) servicing only 9th and 10th grade students; eventually maximizing its capacity to 400 students, grades 9-12. A second New Tech High (Westwood Biotech High School) will open the Fall of 2011; phasing out the traditional school model and making Robichaud High School a school-wide Robcihaud New Tech High School by 2014.

New Tech High School staff began training during the summer of 2010 to prepare for the implementation of the New Tech model. Continuous training will occur throughout the first 3 years of the New Tech model implementation to ensure sustainability of the program. Additionally, New Tech staff will receive a New Tech coach who will provide the staff with support and assistance during the first 3 years of implementation.

Implementation Plan	
Action Step	Status
Board Approval of New Tech Model	Complete
Selection of Instructional Staff & Principal	Complete
Selection and recruitment of Students	In progress
Training of Instructional Staff	In progress
Purchase of instructional materials and technology	In progress
Begin planning and implementation of Westwood Biotech High School	To be completed June 2011
Evaluation of the program	To be completed June 2011

2. Implementation of Project Lead the Way

Needs addressed: student achievement and student engagement at Robichaud and Westwood New Tech High Schools.

STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. PLTW sparks the ingenuity, creativity, and innovation within all of students. (www.PLTW.org)

In 2005, the Southern Region Education Board (SREB) conducted a study of entitled *Project Lead The Way: A Pre-engineering Curriculum That Works*. The 2005 *HSTW* report compared the performance of PLTW students with *HSTW* career/technical (CT) students on the 2004 *HSTW* Assessment. The report stated that the 264 students who took two or more PLTW courses at a *HSTW* school:
- Achieved significantly higher scores in mathematics on the NAEP-referenced *HSTW* Assessment than *HSTW* career/technical students in comparable CT fields;
- Achieved significantly higher scores in reading, mathematics and science on the NAEP-referenced *HSTW* Assessment than *HSTW* career/technical students from all CT fields;
- Were more likely to complete at least four years of mathematics and at least four years of science courses during high school;
- Were significantly more likely to experience engaging instructional practices in mathematics and science courses; and
- Were significantly more likely to have a richer learning experience in their career/technical courses.

high school sequence. Foundation courses (Introduction to Engineering Design, Principles of Engineering, and Digital Electronics) are supplemented by a number of electives to create eight rigorous, relevant, reality-based courses. All PLTW courses are aligned to Michigan content standards.

Foundation Courses

- Introduction to Engineering Design (IED)

   Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

- Principles of Engineering (POE)

   This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

- Digital Electronics (DE)

   Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Capstone Course

- Engineering Design and Development (EDD)

   This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the

future. This course is designed for 12th grade students.

PLTW teachers will receive training through the PLTW Summer Institute during the summer of 2010. PLTW teachers will have access to the PLTW Virtual Academy throughout the school year which provides teachers with PLTW support materials and curriculum as well as ongoing professional development training.

Implementation Plan	
Action Step	Status
Board Approval of PLTW	Complete
Selection of Instructional Staff	Complete
Create class in master schedule and schedule students	In progress
Training of Instructional Staff	In progress
Purchase of instructional materials and technology	In progress
Evaluation of the program	To be completed June 2011

3. Partnership with William D. Ford Technical Center
Needs addressed: student achievement and student engagement

Robichaud High School students who are interested in pursuing a technical career will have the opportunity to attend William D. Ford Technical Center. With the rapidly changing employment market and exploding technologies our country will experience into the 21st century, it is essential that schools and industry work cooperatively toward the common goal of preparing educated, critical thinking, skilled workers.

In a recent study, Bishop and Mane (2004) quote a 2003 report of the Advisory Committee for the National Assessment of Vocational Education as follows:

> Career and technical education empowers students by providing a range of learning opportunities that serve different learning styles. CTE relies on a powerful mode of teaching and learning that cognitive scientists call "contextual" or "situated" learning, both in classrooms and in workplaces. For many students, applying academic and technical skills to real-world activities, using computers and other tools, and being able to see how their learning is related to the world of work make CTE classes more interesting and motivating, and more educationally powerful than standard academic classes. A career focus often gives students a sense of direction and motivates them to achieve and to stay in school. Practically inclined students can be hooked on academic learning through CTE study . . .. Just having the option of being able to concentrate in CTE in high school results in more young people staying in school because more individually relevant choices are available to them. (Advisory Committee for the National Assessment of Vocational Education, 2003, p. 2)

Robichaud High School has selected to expand the career and technical programs offered to students by partnering with the William D. Ford Career-Technical Center. The William D. Ford Career-Technical Center serves high school students by preparing highly skilled workers for jobs and careers with a future.

Implementation Plan	
Action Step	Status
Board Approval of William D. Ford Partnership	Complete
Create classes in master schedule and schedule students	In progress
Acquire bus transportation	In progress

4. Implementation of *READ 180* program
Needs addressed: student achievement and student engagement

Results of standardized tests such as the EXPLORE, PLAN, and MME as well as building-level assessments such as the SRI (Scholastic Reading Inventory) show that over 90% of Robichaud students persistently perform below proficiency in the area of reading. In order to improve the reading skills of students, Robichaud High School has selected to implement the *READ 180* instructional models. *READ 180* is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development.

The *READ 180* Instructional Model is based on a 90-minute block of time. The class begins with 20 minutes in Whole-Group Instruction. During this time, the teacher follows key instructional routines for reading, vocabulary, and writing as outlined in the Teacher's Edition of the *rBook*. Next, students participate in three 20-minute rotations. These rotations are made up of independent reading time, where students choose Paperbacks or Audio books to read; Small-Group Instruction, where teachers provide individualized instruction and support and students work in their *rBooks*; and reading instruction via the *READ 180* Software, where students are offered intensive and individualized practice on the computer. The remaining 10 minutes are used for Whole-Group Wrap-up Time (www.scholastic.com).

READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills (www.scholastic.com). Additionally, implementation of the *READ 180* programs will aid in increasing Math scores, as proficient reading is an essential skill needed for math success. According to research conducted by the Institute of Education Science (IES), *READ 180* was found to have potentially positive effects on comprehension and general literacy achievement for adolescent learners (ies.ed.gov).

	Alphabetics	Reading fluency	Comprehension	General literacy achievement
Rating of effectiveness	na	na	Potentially positive effects	Potentially positive effects
Improvement index[4]	na	na	Average: +4 percentile points	Average: +12 percentile points
	na	na	Range: −22 to +25 percentile points	Range: +3 to +17 percentile points

na = not applicable

Robichaud ELA staff will receive two days of in-person implementation training designed to provide instructional strategies, hands-on experience, and practical suggestions for using *READ 180* with confidence. The first training session will occur prior to the start of the school year. The second will occur after the start of the school year. A *READ 180* consultant will provide support and assistance during the school year through frequent classroom visits.

Implementation Plan	
Action Step	Status
Research of reading intervention programs	Complete
Consultation with READ 180 representative	Complete
Assess all students reading levels to identify target students	Complete
Create course in master schedule and assign students to course	In progress
Purchase program	In progress
Train instructional staff	In progress
Evaluation of the program	To be completed June 2011

5. Implementation of CompassLearning program
   Needs addressed: student achievement and student engagement

   Results of standardized tests such as the EXPLORE, PLAN, and MME as well as building-level assessments such as the formative and summative assessments show that over 90% of Robichaud students persistently perform below proficiency in the area of math. In order to remediate and improve the math skills, as well reading skills of students, Robichaud High School has selected to implement the CompassLearning Odyssey program. The CompassLearning Odyssey suite of learning solutions includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for secondary students facilitate Response to Intervention, differentiated and personalized instruction, and formative assessment that helps drive data-based decision making. CompassLearning Odyssey solutions for secondary students can help teachers address each and every student's need for engaging instructional content and personal attention. Odyssey applies innovative teaching methods within a rich, interactive learning environment, using flash-based activities — complete with sound and animation — to teach and review concepts. All Odyssey courses are based on current and confirmed research about the way

secondary students think and learn and are aligned to Michigan content standards (www.compasslearning.com).

Odyssey High School personalizes the learning experience for each student and scaffolds all activities to support students as they work through instructional content. Online courses provide mainstream and credit and grade recovery opportunities in a flexible environment that complements students' schedules. Odyssey High School also delivers the tools necessary for a successful intervention program, including diagnostic assessment, personalized content, direct instruction, and practice opportunities (www.compasslearning.com).

Odyssey High School courses were developed based on the way high school students think and learn:
• Engaging, creative, short videos written, directed, and produced by master teachers
• Flash-based, interactive activities to teach and review concepts
• A teen-friendly conversational style to capture and hold students' attention
• Glossaries of terms that are pronounced, defined, and in some cases illustrated
• Writing activities and worksheets to encourage critical thinking, writing, and study skills (www.compasslearning.com)

Odyssey High School courses include:
• Odyssey High School: Algebra I
• Odyssey High School: Geometry
• Odyssey High School: Algebra II
• Odyssey High School: Trigonometry
• Odyssey High School: Pre-Calculus
• Odyssey High School: Math Models
• Odyssey High School: Math 1, 2, 3, 4

The School Effectiveness Report (SER) published by Compass Learning discussed the math improvement obtained by students in Duval County Public Schools. The district and CompassLearning worked together to create an implementation approach designed to meet the unique needs of all the schools involved. The district purchased Odyssey as part of a comprehensive approach to address middle and high school credit recovery, grade recovery, remediation, over-age intervention instruction, and advanced-placement curriculum needs.
CompassLearning Odyssey was installed in all of Duval County Public Schools' 28 middle schools and in 17 high schools across the district as part of an overall emphasis on improving student achievement results.

As a result of implementing CompassLearning, Duval County Public Schools' 2008 Florida Comprehensive Assessment Test (FCAT) results in mathematics demonstrated improvement from 2007 across all Odyssey Math user grades 6 to 10. From 2007 to 2008, the percentage of Odyssey Math users in grades 6 to 10 scoring at or above grade level 1 on the FCAT in mathematics increased, ranging from 6% to 27%. Findings indicated that both time in Odyssey and average activity score in Odyssey had an impact. The percentage increase was greater for subgroups with more hours of Odyssey Math or Algebra use (18 or more hours) and greatest for those who also obtained an average Odyssey Math or Algebra learning activity score of 75% or greater. Duval County Public Schools' mean FCAT Math Developmental Scale Score (DSS) results for all Odyssey user grades 6 to 10 increased from 2007 to 2008. The percentage of Odyssey users scoring at or above grade level increased in 2008 for

those Odyssey users who scored below grade level in 2007. In 2007, 0% of these students in Odyssey user grades 6 to 10 scored at or above grade level. The increases in 2008 were 13% for the 6th and 10th grades, 15% for the 9th grade, 29% for the 7th grade, and up to 30% for the 8th grade. In all demographic subgroups, Odyssey user grades 6 to 10 achieved mean FCAT Math DSS gains from 2007 to 2008.

CompassLearning Impact Teacher Academy provides six core foundational services for educators at the leadership and teacher levels in districts and schools that implement CompassLearning Odyssey. These Core Implementation Services develop a strong base of knowledge on Odyssey implementation, teacher and student utilization, results monitoring, and data analysis (www.compasslearning.com).   The implementation of CompassLearning follows the process below.

Implementation Model — Blended Delivery
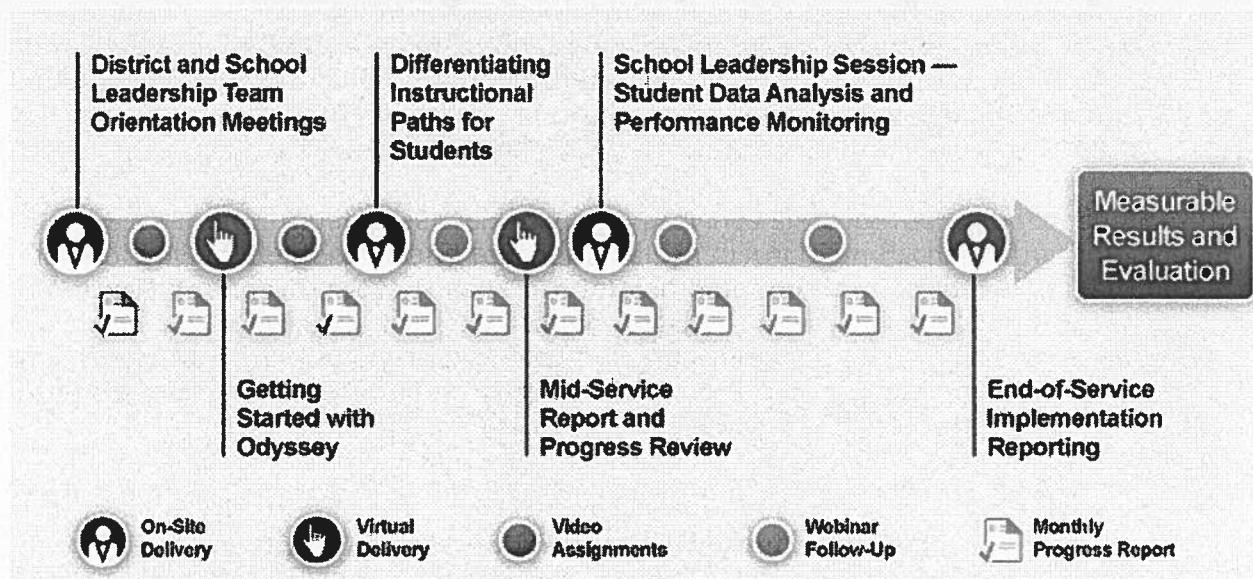
Implementation Plan	
Action Step	Status
Research of math intervention programs	Complete
Consultation with CompassLearning representative	Complete
Assess all students math levels to identify target students	Complete
Create course in master schedule and assign students to course	In progress
Purchase program	In progress
Train instructional staff	In progress
Evaluation of the program	To be completed June 2011

6. Establish a Pyramid of Intervention/RTI system

Needs addressed: Student achievement and student engagement for Robichaud and Westwood New Tech High School.

Robichaud High School and New Tech are committed to ensuring every student succeeds. Too often students "fall through the cracks" due to mere lack of monitoring by school personnel. Robichaud High School has committed to the success of all students by implementation of intervention plans, monitoring students' academic progress, attendance, and behavior records to provide timely support and timely academic assistance to students at risk.

Beginning the 2010 school year, Robichaud High School staff will develop an RTI/Pyramid of Intervention system. According to the National Center on Response to Intervention (Essential Components of RTI: A Closer Look at Response to Intervention, April 2010), a rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system should include 3 levels of preventions, which represent a continuum of supports.

- Primary prevention: high quality instruction that meets the needs of most students
- Secondary prevention: evidence-based intervention(s) of moderate intensity that address the learning and behavior challenges of most at-risk students
- Tertiary prevention: individualized intervention(s) for students who do not respond to secondary prevention.

Staff input will be used to identify primary, secondary, and tertiary prevention strategies. Strategies that will be included at the secondary and/or tertiary level will include:

- **Academic**: The Robichaud High School Student Support Team will review the academic achievement of all students and create an intervention plan for all students. Increase learning time in **all** math and ELA classes with an additional 30 minutes to insure structured intervention. Also, identified students' intervention plans may include, but is not limited to, tutoring, before/afterschool, placement in a support/remediation class and summer sessions.
- **Attendance**: On a weekly basis, the attendance records of students will be evaluated for truancy. Students deemed, as truant will be provided assistance and support based upon the truancy cause. Assistance may include, but is not limited to, student/parent conferences, home visits, and referral to Wayne County truancy officer.
- **Behavior**: Students exhibiting behavior(s) that interfere with their academic success will be referred to the Robichaud High School Student Support Team. Utilizing the **SIRF** (Student Intervention Referral Form), student behaviors will be identified and the appropriate interventions will be administered based upon the recommendation of the team.

In order to properly implement a RTI/Pyramid of Interventions, Robichaud High will hire a Dean of Students to monitor academics, behavior, and attendance.

Implementation Plan	
Action Step	Status
Hire Dean of Students	Complete
Create a Student Support Team	To be completed by September 8
Robichaud Staff to create a RTI/Pyramid of Interventions System	To be completed by September 8
Create a system for identifying students at risk based upon academic, behavior, and attendance data	To be completed by September 8
Train staff in the utilization of the SIRF form	To be completed by September 8
Student Support Team to create a meeting calendar for reviewing student records throughout the year	To be completed by September 8
Extended students instructional Learning time (30 minutes) in all ELA/Reading and math classes. (two additional teachers)	To be completed by September 8

7. Curriculum Leadership that includes academic coaches and a technology coach
Needs addressed: student achievement and building leadership capacity

In order to effectively implement any intervention strategy, teachers must have support. Academic Coaches in the areas of Math and ELA, as well as a Technology Coach will be part of the transformation process. The academic coaches, like athletic coaches, observe teaching strategies and techniques, make observations and suggest changes to teaching approaches, and provides encouragement. The academic coaches will aid and assist in the curriculum (building units, measuring results, pacing based on mastery, and provide for a collaborative professional schedule for grade levels and vertical alignment). The Technology Coach will be a full- time technology specialist that will manage and maintain day-to-day technology implementation issues as well as provide guidance when integrating technology within instruction. The Technology Coach will serve teachers by assisting in the creation of, and modeling, lessons that integrate technology. The end goal is to equip teachers with skills, strategies, knowledge of best practices, and confidence while increasing student engagement.

All coaches will build the curriculum leadership capacity of staff so that, at the conclusion of the grant, teachers will be able to continue with these practices.

Implementation Plan	
Action Step	Status
Obtain list of "Approved Providers"	In Progress
Select provider based on school's academic coaching needs and the provider's ability to meet the need	To be completed by August 14

Create job description for a Technology Coach	In progress
Hire a Technology Coach	To be completed by August 14
Create an action plan for academic and technology coaching	To be completed by August 31
Increase teachers' learning time by adding professional development sessions weekly(3 days @one hour)	Ongoing throughout school year
Evaluation of the program	To be completed June 2011

8. Creation of 21st Century learning classrooms building-wide.
Need(s) addressed: student achievement and student engagement

Information technology is playing an increasingly important role in the work and personal lives of citizens. Computers, communications, digital information, software--the constituents of the information age--are everywhere. In order for students to compete in the global society in which they live, it is imperative that:
- Technologies become infused in all classrooms;
- Access to emerging technologies be available to all students;
- Technology support services are provided to teachers, administrators and support staff.

In order for technology to become infused and for students to have access, the following must be in each classroom:

- Teacher dedicated laptop
- Student laptops (one per student)
- Electronic presentation device (Integrated Whiteboard and Projector)
- Document camera and wireless slate
- Student Response System - interactive response system – 32
- Audio amplification system

The 21st Century learning environment must limit the dependency on time and place for instructional opportunities to occur and must demonstrate instructional relevance for students. For this reason, Robichaud High School has chosen Distance Learning as a component of our school improvement model. Michigan Virtual High School Distance Learning is a comprehensive program designed to provide rigorous, high quality web-based, interactive courses aligned with Michigan State Standards. This model will provide opportunities for students, no matter their location, to increase scores in identified curricula using the 21st Century tools and equipment. This individualized instruction, based on acquired data from research based software, will be designed by a highly qualified, Michigan Certified teacher and monitored by a trained facilitator. Students will also be able to leverage MVU to complete coursework for credit recovery.

Implementation Plan	
Action Step	Status
Identify technology needs	Complete
Purchase technology resources, accessories, and furniture	In progress
Upgrade school building's technology	In progress

capacity to support technology purchases	
Training teachers in the use of technology	To be completed by September 30/Also ongoing as needed determined by students' and teaches needs
Identify students for credit recovery	To be completed September 7
Purchase MVHS courses	To be completed by September 7

9. Improve student transition from middle school to high school through a summer transition program and freshman academy.
Needs addressed: student achievement and student engagement

Robichaud staff has identified the need to assist ninth grade students in their transition to high school. Robichaud High School will establish a Freshman Focus to provide freshman students with a small learning environment that will nurture them and provide them with the tools to make a successful transition to high school. In addition to the Freshman Focus, Robichaud will provide ninth grades students with a summer freshman transition program. The overall objective of the program is to foster and build a team mentality with ninth graders to decrease any potential conflicts and to ease the transition from middle to high school by engaging students in activities that will assist them with setting goals, establishing friendships with their peers and relationships with school staff, and building a team/school spirit that will carry over into the small schools setting throughout the school year. Other transition activities will include school visits and parent meetings.

Implementation Plan	
Action Step	Status
Identify ninth grade teachers	In progress
Create curriculum and program schedule for 9th grade transition program	To be completed by August 14
Identify incoming 9th graders	To be completed by August 14
Create transition program registration materials and mail to incoming 9th graders	To be completed by August 14
Evaluate transition program	To be completed by September 30
Assign students to 9th grade teams (Develop students'academic intervention plan)	In progress
Schedule PLC time for ninth grade teachers	To be completed by September 7
Evaluate Freshman Focus	To be completed by June 2011

10. Increase academic rigor opportunities
Need(s) addressed: student achievement and student engagement

Currently, Robichaud does not offer any advanced course options for high achieving students. Robichaud will establish a challenging and rigorous curriculum to meet the needs of high achieving students which will include the creation of honors courses and

AP/dual enrollment opportunities based on student demand.   By way of the Westwood, Crestwood, Dearborn Heights #7 consortium, Robichaud students will have the opportunity to enroll in Advanced Placement courses. Additionally, dual enrollment opportunities will be available to Robichaud students through a partnership with Wayne County Community College. Additionally opportunities are being explored with U of M-Dearborn, Henry Ford Community College, Michigan State University and Baker College.

Implementation Plan	
Action Step	Status
Identify students eligible for advanced coursework	Complete
Schedule students for AP courses	Complete
Establish partnership with WCCC	Complete
Select dual enrollment courses to be offered to students	In progress
Schedule students for dual enrollment classes (Develop students academic intervention plans)	To be completed by September 30

11. Provide support to students in a least restrictive environment
Needs addressed: student achievement and student engagement

Beginning the 2010 school year, Robichaud High school will implement a co-teaching model of instruction. All special education students (Based on students individualized education plan—IEP), will follow the Michigan merit curriculum requirements and be emerged in the general education curriculum. Special education students will be assigned to general education classes that have a special education co-teacher assigned. Students will also have access to a resource room teacher to assist them in their classroom studies, providing all students with additional learning opportunities.

Robichaud staff will receive co-teaching training during the summer of 2010.

Implementation Plan	
Action Step	Status
Schedule special education students to general education classes	Complete
Identify and assign co-taught classes	Complete
Obtain co-teaching training	August18-19 at Wayne RESA
Implement co-teaching model	September 7,2010

b. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

1. Data collection and use for instruction and evaluation using the Class A system

and an external provider.
Need addressed: student achievement

The *Using Student Achievement Data to Support Instructional Decision Making*
practice guide published by Institute of Education Sciences (IES) defines data-based
decision making as"...teachers, principals, and administrators systematically collecting and
analyzing various types of data, including demographic, administrative, process,
perceptual, and achievement gap, to guide a range of decisions to help improve the
success of students and schools "(p.46).

Robichaud High School will use data to inform instructional practices and implement data-
driven decision- making. The school district has adopted the Class A data management
system to aid in the analysis of student assessments. CLASS A System (Curriculum,
Learning and Assessment for Student and School Achievement), powered by Data*wise*
INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne
County Educators. The system will assist educators to develop pupil assessments aligned
with state and national curriculum standards. The system also provides sophisticated
performance analysis tools for educators to examine student learning and improve
instructional practice.

To further our efforts, Robichaud High School will seek the assistance of an external
provider to provide training in the analysis of not only achievement data, but also ALL
types of data (process, demographic, perceptual).

The district has committed to providing Curriculum Days once a month, which will be
devoted to the analysis of student data. Additionally, departments will be provided with
PLC time to discuss lesson, instructional strategies, student data, receive professional
development, etc.

Implementation Plan	
Action Step	Status
Obtain list of "Approved Providers"	In Progress
Select provider based on school's data analysis needs and the provider's ability to meet the need	In Progress
Train staff to use Class A	In Progress
Create departmental PLC time in the master schedule	In progress
Schedule Curriculum Days	Complete
Evaluation of the program	To be completed June 2011

2. Data collection and use for an early warning system.
    Need addressed: student achievement

Robichaud High School has begun the use of data as indicators of students at risk of poor
academic performance. Current students' reading and math skills were assessed using
the ACT Work Keys and the Scholastic Reading Inventory (SRI) assessment tools.
Students scoring below proficiency were identified for placement in either a math support
class and/or a reading support class. Incoming ninth grade students were also assessed
for placement utilizing these assessment tools. New incoming students will be assessed in

these areas and will be placed in the appropriate academic courses based upon their performance. Also, all students will have academic interventions plans that will be monitored weekly to ensure timely and appropriate intervention.

Beginning 2010, Robichaud High School will create a formal early warning system utilizing the process outlined by the National High School Center (Developing Early Warning Systems to Identify Potential High School Dropouts, July 2008). According to the National High School Center (NHSC), an early warning system uses indicators based on readily accessible data to predict whether students are on the path toward graduation. NHSC states the most powerful predictors of whether a student will complete high school are course performance and attendance. Subsequently, system collection of student attendance and course performance data can be used to develop an early warning system.

Attendance: According to Allensworth & Easton, 2007), in general, research suggest that missing more than 10% of instructional time is cause for concern. This percentage translates to approximately 2 weeks (10 days) of school per semester. An early warning system should monitor attendance based on this rule. Students who miss more than 10% of instructional time should be flagged for early interventions.

Course performance data: NHSC identifies 3 types of course performance data to record
- Course failures: According to NHSC, students with 3 or more semester F's are not likely to graduate and therefore students in this category should be flagged for early intervention.

- GPA averages: NHSC states on average, students who earn a 2.0 GPA or less in their freshman year have significantly lower graduation rates than students who earn a2.5 or higher. Therefore students with a GPA of 2.0 or less at should be flagged for early intervention.

- Credits earned in a term (on-track vs. off-track status): A student is considered on track or off track based on a combination of course failures in core academic courses and credits earned. By monitoring course failures and credits earned, students in need of early intervention can be identified.

The early warning system will be used to target interventions and to monitor student progress. The early warning system will be developed in conjunction with the RTI/Pyramid of Interventions system.

Implementation Plan	
Action Step	Status
Robichaud Staff to create an early warning system	To be completed by September 8
Create a system for identifying At-Risk students based upon academic, behavior, and attendance data	To be completed by September 8
Implementation of the early warning system	Beginning School Year 2010/11

III.   Increasing learning time and creating community-oriented schools.

a. *Establish schedules and strategies that provide increased learning time.*

1. Establish extended-learning opportunities

Robichaud High School will provide students with extended learning opportunities by providing all students with extended learning time in ELA/Reading and Math classes, before and afterschool school tutorial, daily computer assisted instruction, and summer academic enrichment sessions for identified students. Robichaud has also partnered with the Starfish Foundation to provide students with after school as well as summer enrichment activities. In addition to the aforementioned areas, Robichaud will implement the following best practices:

- **Improve time management,** increase the proportion of time spent on academic subjects, and adopt alternative academic calendars to maximize the amount of time available for student learning (Aronson, Zimmerman, & Carlos, 1998). We will address this in our student advisory and study skills classes.

- **Actively engage students in learning at appropriate levels of difficulty throughout the day** (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992). Increase learning time will be implemented in for all students in ELA/Reading and math classes by 30 minutes allowing for structured intervention to address academic needs timely. (Rock & Thread, 2009). The transformation of creating the small learning communities will support student-learning opportunities. The New Tech Model and Project Lead the Way will support academic challenges and address this need.

- **Monitor student performance through formative and summative assessment** and use student data to inform instructional decision-making and ensure appropriate levels of instruction (Aronson, Zimmerman, & Carlos, 1998). Using summative assessments such but not limited to: State assessments, unit and chapter test, semester exams, and AYP scores will used along with formative assessments that will provide information at the classroom level and to make instructional adjustments and interventions during the learning process. Robichaud's staff will receive intensive training making formative assessments including it as an essential part of the instructional process. Teachers will incorporate informative in classroom practice, allowing adjusted teaching and learning timely. Some strategies that will be used formatively include:

  - Criteria and goal setting, engaging students in instruction and the learning process;
  - Observations that assist teachers in gathering evidence of students learning to inform instruction;
  - Questioning strategies embedded into the lesson planning;
  - Self and peer assessments helping to create a learning commitment of engaged students;
  - Student record keeping helping students to better understand their own learning and evidence of their classroom work; and
  - Balance assessments, teacher gathering students' performance data to make instructional decisions. (Harrison Black: *Assessment for Learning Putting it to Practice,* 2003)

- **Differentiate instruction** by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples. Robichaud's instructional staff will receive intensive training in 'Differentiate Instruction' allowing them to meet the needs of all students. Using differentiated instructional strategies will enable the instructional staff to open learning opportunities for all students by:
  - Offering varied learning experiences;
  - Using research-based practices into a meaningful context for learning;
  - Understanding and using assessment as critical and essential tool to drive instruction;
  - Adding new instructional strategies to the reinforce curriculum;
  - Providing teachers, students and instructional leaders with focused instructional management system; and
  - Meeting curriculum requirements to enhance student academic success.

b. Provide ongoing mechanisms for family and community engagement.

1. Implement an advisory period

The Silent Epidemic: Perspectives of High School Drop-Outs, a report by the Bill and Melinda Gates Foundation, reports that while two-thirds (65 percent) of high school drop-outs said there was a staff member or teacher who cared about their success, only 56 percent said they could go to a staff person for school problems and just two-fifths (41 percent) had someone in school to talk to about personal problems. More than three out of five (62 percent) said their school needed to do more to help students with problems outside of class. Seven in ten favored more parental involvement. These statistics support the need for all students to have a strong relationship with at least one adult in school.

Robichaud will institute an advisory period to meet once a week for approximately 30 minutes. A curriculum for each grade level will be created which will focus on topics specific to each grade level. The advisory period will serve as a means to build relationships between students, faculty, and other school staff.

The "curriculum of the home"—the bundle of attitudes, habits, knowledge, and skills that children acquire through their relationship with their family and that facilitates their school learning—is more predictive of academic learning than the family's socioeconomic status (Marzano, Pickering, & Pollock, 2001; Redding, 2000). In his meta-analysis, Jeynes (2002) found the nuances of parent-child communication regarding expectations to be a particularly powerful source of motivation for minority children and children living in poverty. These children especially benefit from visions of what is possible for them beyond the circumstances in which they find themselves at the time, and their parents contribute both to that vision and to the children's confidence that they can reach out and attain it (Hoover-Dempsey, 2005).

Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Redding, 2000). These echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with

the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. This is vital for all students at all grade levels, in all settings (urban to rural), and even more so for those with disabilities and English language learners. Epstein's (1995) typology of family involvement in education has become the standard of the field and appears in various adaptations, including the National Standards for Family-School Partnerships from the national PTA (n.d.). A comprehensive family-school partnership (which Epstein defines as an ongoing relationship rather than a program or event) addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Robichaud High School will take the following action steps to partner with parents and other organizations to create safe school environments:

1. Establish a site-based council (e.g., School Community Council) comprised of the principal, parent facilitator, social worker or counselor, and parents of current students (non-school employees) that meets regularly and includes family-school relationships as a major element of its work.
2. Expect and monitor sound homework practices and two-way communication with parents. Include parent input in developing student academic intervention plans.
3. Give parents practical, jargon-free guidance on ways to maintain supportive verbal interaction with their children, establish a quiet place for study at home, encourage good reading and study habits, and model and support respectful and responsible behaviors.
4. Provide culturally and linguistically appropriate opportunities for parents to meet with one another to encourage the sharing of norms, standards, and parenting concerns and successes.
5. Provide with opportunity to learn about the curriculum through content workshops, demonstrations and information.
6. Encourage parent and community engagement through parent workshops, seminars, newsletter, conferences, community collaborative activities, such as: curriculum night, education fairs, career night and other activities that will enhance parent engagement.

2. Adopt the William Glasser Choice Theory Model

Robichaud High School recognizes student behavior impacts student achievement. The more students are out of school for suspensions, the less time they spend in the classroom receiving instruction. As a result, student achievement begins to decline. During the 2008-2009, the Robichaud High School staff researched and chose to implement the William Glasser Choice Theory Model. Staff was trained during the summer of 2009 and the model was implemented the 2009/2010-school year. As a result of the model, the number of behavior referrals decreased by 80 percent.

The Robichaud High School staff will continue utilizing the Choice Theory model as we strive towards becoming a Glasser Quality School. As Robichaud High School moves towards becoming a Glasser Quality School, Robichaud will make improvement in academics as well. The criteria for becoming a Glasser Quality School is as follows:

- Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
- Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.
- All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
- Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
- Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
- Staff, students, parents and administrators view the school as a joyful place.

In order to properly implement the Glasser Model, Robichaud High will hire a Director of Student Development to assist in training teachers and providing assistance. Additionally, the Director of Student Development will assist students in managing their behaviors.

Implementation Plan	
Action Step	Status
Hire Director of Student Development	Complete
Provide professional development on Glasser Choice Theory Model	To be completed by August 2010
Create a Responsibility Room Referral System	To be completed by September 8
Evaluation of the program	To be completed June 2011

IV.   Providing operational flexibility and sustained support.
a. Give the school sufficient operational flexibility.

The Westwood Board of Education has hired a new superintendent who has given the high school administration leadership and school budget autonomy establishing a clear 'site base management' system. The high school administration has autonomy is hiring school staff through screening applicants, conducting interviews, and making hiring recommendations to the superintendent. Additionally, the high school administration has autonomy of the development of the master schedule, assignment of teaching schedules and providing professional development opportunities for instructional staff to enhance the instructional delivery. The high school administrators and leadership team facilitated the development of the 'School Improvement Grant' (SIG). This created a sense of ownership and accountability to the design, implementation, monitoring, evaluation and the success of the schools.

b. Ensure the school receives ongoing, intensive technical assistance and

related support.

Westwood Community School district will hire a district personnel who will provide a variety of technical supports to an Executive Assistant for Innovation, State and Federal Programs/Curriculum: to assist in all aspects of state and federal programs, including, monitoring, budget and compliance guidelines and to provide technical assistance in the following areas: professional development; program development, implementation and evaluation; grant writing; and school improvement planning.

Select external providers from the state's list of preferred providers

The following steps will be followed in selecting, hiring, and evaluating the external providers:
- Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals.
- Budget adequate funding to support relationship with external partner for duration of contract.
- Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner).
- Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth.
- Provide support as needed and appropriate but do not micro-manage external partner.
- Evaluate the external partner's progress toward goals.
- Define consequences for failure (e.g., termination or modification of contract).

Align other resources with the interventions

Westwood Community Schools will utilize funds from Title I, Title II, and Title IID in conjunction with the SIG to fund the specified interventions.

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

The district will modify the evaluation process to reflect a focus on Marzano's Nine as well as the addition of merit pay. The district will also provide the school leadership team with autonomy in the hiring process.

Sustain the reforms after the funding period ends

Throughout the grant period, staff will receive continuous professional development in order to increase their capacity to sustain the grant interventions. Robichaud High School will develop teacher leaders with the ability to be a trainer of teachers. Many of the interventions described will have no financial obligations after the grant period other than maintenance, upgrades, and professional development. These financial obligations will be met through alternative funding sources and district funds.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

June2010	**Announcement of Grant** **Begin looking at Needs Assessment related to SIG** **Begin writing grant**
July	**Conclude needs assessment** **Submit grant**
August	**Award of grant announced** **Begin preparing purchase orders** **Post job vacancies** **New Hires (Transformation Specialist, Academic Coach, Technology Coach)** **Install all equipment and test** **Issue Teacher laptops** **Teacher 3 day professional learning "Boot camp"**
September	**Monthly Topic (Each month an instructional technology skill topic will be the theme for the month and reinforced throughout the month-based on survey data** **Review of student test data for instruction** **Teacher observations with feedback for monitoring** **Content specific training with Laptop** **Develop weekly instructional training workshop for teaches and administrators** **Alignment with Standards-based instruction** **Tech Night for Parents** **Meet with Teacher's union to develop a teacher evaluation system**
October	**Monthly Technology (skill) Topic** **Development of Technology-based instructional resources** **Using Sound in the classroom** **Review Class-A data for instruction/reinforcement with standards-based instruction** **Content specific training with Laptop and Tools** **Teacher observations with feedback for monitoring**
November	**Monthly Technology (skill) Topic** **Development of Technology-based instructional resources** **Using online research materials** **Review Class-A data for Instruction** **Teacher observations with feedback for monitoring** **Content specific training with Laptop**
December	**Monthly Technology (skill) Topic** **Development of Technology-based instructional resources** **Using online research materials** **Review Class-A data for Instruction** **Teacher observations with feedback for monitoring** **Content specific training with Laptop**
January	**Monthly Technology (skill) Topic** **Development of Technology-based instructional resources** **Using online research materials** **Review Class-A data for Instruction** **Teacher observations with feedback for monitoring** **Content specific training with Laptop**
February	**Monthly Technology (skill) Topic** **Development of Technology-based instructional resources** **Using online research materials** **Review Class-A data for Instruction** **Teacher observations with feedback for monitoring** **Content specific training with Laptop**

March	Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop
April	Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop
May	Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop 1:1 Computing: Content Specific Tools for Teachers End of Year Evaluation of Technology Integration End of Year Teacher Survey
June 2011	

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier II schools and I that receive school improvement funds.

The annual goals for Robichaud High School, in both ELA and Mathematics, are to increase student achievement by at least 25% on the MME with the long-term goal of 100% proficiency by 2014.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

THIS SECTION IS NOT APPLICABLE TO WESTWOOD COMMUNITY SCHOOLS.

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

THIS SECTION IS NOT APPLICABLE TO WESTWOOD COMMUNITY SCHOOLS.

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
- Describe how this process was conducted within the LEA.

Throughout the school year, various meetings were held regarding reform initiatives to take place at Robichaud High School beginning Fall 2010. The feedback obtained from these meetings was used to refine our reform strategies. Examples of meetings include:
- A community forum meeting
- A restructuring presentation
- Presentation at the Dearborn Heights Rotary Club
- Open House presentation

- High School Restructuring Parent meeting
- Presentations to elementary and middle school parents
- Presentation to middle school students
- Presentation to Robichaud staff
- PTO meetings
- SIP committee meetings
- Restructuring team meetings

o The LEA must provide a budget *(see budget submission packet, beginning on the following page)* that indicates the amount of school improvement funds the LEA will use each year to—

   o Implement the selected model in each Tier I and Tier II school it commits to serve;
   o Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
   o Support school improvement activities, at the school or LEA level, for each Tier III School identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier II, Tier III schools, and I it commits to serve multiplied by $2,000,000.

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AUTHORITY: **P.O. Box 30008, Lansing, Michigan 48909**   *Direct questions regarding this form to*
                                                                 (517) 373-1806.

COMPLETION: Voluntary. (Consideration for
funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

<u>APPLICANT INFORMATION</u>

TYPE OR PRINT:

<table>
<tr><td rowspan="3">APPLICANT</td><td colspan="2">Legal Name of District
Westwood Community Schools</td><td>District Code
82240</td></tr>
<tr><td colspan="3">Address of District
3335 Beech Daly
Dearborn Heights, MI
48125</td></tr>
<tr><td colspan="2">City and Zip Code
Dearborn Heights</td><td>Name of County
Wayne</td></tr>
<tr><td rowspan="3">CONTACT
PERSON</td><td>Name of Contact Person
Kellie Cunningham</td><td>Principal</td><td>313-565-6612</td></tr>
<tr><td>Address
3601 Janet</td><td>Dearborn</td><td>48125</td></tr>
<tr><td>Cunninghamk@wwschools.net</td><td colspan="2">313-565-0304</td></tr>
</table>

GRANT FUNDS REQUESTED: $ 1,996,207

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE 7/13/2010

SUPERINTENDENT OR
AUTHORIZED OFFICE: _____
                       SIGNATURE
TYPED NAME/TITLE   Sue Carnell /Superintendent_____

<u>MAILING INSTRUCTIONS:</u> Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**
NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

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ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.
7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C.
7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program
or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Grants Coordination and School Support unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

(signature)   8-16-10

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL   **DATE**

(signature)   14 August 2010

SIGNATURE OF LEA BOARD PRESIDENT   **DATE**

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SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). For the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building Robichaud High School	Building Code 232080	Name and Title of Authorized Representative Kellie Cunningham	
Mailing Address (Street) 3601 Janet		Signature *Kellie Cunningham VbP 8/10/2010*	
City Dearborn Heights	Zip Code 48125	Telephone (Area Code/Local Number) (313) 565-6612	Date Signed (m/d/yyyy) 7/13/2010
Name and Title of Contact Person Kellie Cunningham Principal Robichaud High School		Mailing Address (If different from agency address)	

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

❑ Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,065 minutes
Student Data	
Dropout rate	15.29%
Student attendance rate	94.5%
For high schools: Number and percentage of students completing advanced coursework for each category below	0
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	0
Number and percentage enrolled in college from most recent graduating class	0
Student Connection/School Climate	
Number of disciplinary incidents	285 (in-school suspension) 1,044 (out-school suspension)
Number of students involved in disciplinary incidents	1,329 (all suspensions)
Number of truant students	40
Teacher Data	
Number of teachers at each performance level category below	

Highly effective	4
Effective	5
Moderately effective	8
Ineffective	12
Teacher attendance rate	90%

Attachments:

School Improvement Grant Application Information

Assurances and Certifications /State and Federal Programs

School Buildings information/ Robichaud High School

School Improvement Three-Year Plan

Robichaud High School/School-wide Plan

Robichaud High School/ On-site Review School Study Guide

Robichaud High School/School Data Profile

Sample Letter: MEMORANDUM OF UNDERSTANDING Regarding Teacher Incentives for Targeted Professional Growth

Westwood New Tech High School/Data Research

Sample
MEMORANDUM OF UNDERSTANDING
REGARDING TEACHER INCENTIVES FOR
TARGETED PROFESSIONAL GROWTH

The Westwood Community School District and the Westwood Education Association hereby agree as follows to conditions under which teachers will receive salary schedule credits for horizontal movement on the salary schedule. Such credits shall also be subject to the same terms already set forth in the Collective Bargaining Agreement in conformance with the timelines and procedures. These conditions shall apply to all teachers, including those who possess continuing teaching certification. The credits earned hereunder can be used to fulfill the continuing education requirements of Article XIX, Section B and C, Paragraphs 2-4. The District shall promptly issue a certificate of completion to each teacher completing a course under the terms of this Memorandum and such certificate shall serve as evidence of completion.

Teachers shall receive credits for use toward horizontal movement on the salary schedule of the Collective Bargaining Agreement by participating in approved courses outside of the normal workday, under the following conditions:

a) Courses must be approved by the Superintendant as "Targeted Growth Courses."

b) Targeted Growth Courses are courses designed to assist teachers in gaining mastery in instructional methods identified by District initiatives.

When a Targeted Growth Course is offered optionally for university credit, the teacher shall have the option to select only one of the following options:

i) Elect to receive university credit and thereby receive a total number of salary schedule credits equal to the number of university credits earned; or

ii) Elect not to receive university credit and receive salary schedule credits equal to the number of university credits offered for the course.

When a Targeted Growth Course is not offered for university credit and is taught by a Westwood Community School teacher, this teacher shall:

i) Receive one credit for use in advancing horizontally on the salary schedule for each 7.5 hours of instruction in a particular Targeted Growth Course for the first time within the term that this Memorandum of Understanding is in effect. If the teacher elects to be compensated monetarily for teaching the course, the teacher shall receive no credits for the purpose of advancing on the salary schedule, but shall instead be compensated at three times the curriculum rate for each hour of instruction (currently $28.00/hour).

ii) Receive twice the curriculum rate for each hour of instruction in a particular Targeted Growth Course for the second and subsequent times within the term that this Memorandum of Understanding is in effect (currently $28.00/hour).

If a Targeted Growth Course is offered optionally for university credit and is taught by a Westwood Community School District teacher, this teacher shall:

   i)   Receive two credits for every university credit being offered for use in advancing on the salary schedule for the first time teaching the course within the term that this Memorandum of Understanding is in effect. If the teacher elects to be compensated monetarily for teaching the course, the teacher shall receive no credits for the purpose of advancing on the salary schedule, but shall instead be compensated for 15 hours per university credit being offered, at three times the curriculum rate (currently $49.50/hour).

   ii)   Be compensated for 15 hours per university credit being offered, at twice the curriculum rate (currently $33.00/hour), for the second and subsequent times within the term that this Memorandum of Understanding is in effect.

Teachers participating in any approved courses, under the terms of this Memorandum of Understanding, which are in progress as of September 8, 2010 shall receive credit/compensation for the completion of such courses. All credits earned pursuant to the terms of this Memorandum of Understanding shall continue to be counted as credits for purposes of salary schedule placement for the balance of the teacher's employment with the District, surviving the effective duration of this Memorandum of Understanding.

Memorandum of Understanding in the 2010-2012 Collective Bargaining Agreement does not alter the parties' agreement that this benefit shall not be part of the status quo to be maintained after the expiration of the 2008-2010 Collective Bargaining Agreement.

BOARD OF EDUCATION OF THE WESTWOOD COMMUNITY SCHOOL DISTRICT

BY: _____

Dated: _____

WESTWOOD EDUCATION ASSOCIATION

BY_____

Dated: _____

In Spring 2009, the New Technology Network (NTN) conducted research into the impact of its model on student achievement across network schools. Specifically, this study examined 2007-08 state test results and other indicators such as graduation and attendance rates where data were available. In addition, achievement data were collected for each site and analyzed in relation to results from comparison schools (i.e., the comprehensive high schools from which the NT schools were developed or sites similar in demographics and size) and respective districts. To examine the relationship between model fidelity and student achievement, each NT school's status in meeting the model's commitment criteria in the areas of technology, curriculum, program, facilities, partnerships, professional development, and staffing was determined. Overall, 13 New Tech sites hold School Certification status for demonstrating high levels of implementation of the NT model. Ten of these 13 schools had 2007-08 state test results available for analysis.

Model Fidelity and Achievement Results

Analyzing the 2007-08 achievement results by level of model implementation suggests a strong relationship between fidelity and student outcomes. Overall, 9th graders at the high fidelity NT sites tended to outperform students attending comparison schools in Reading achievement. Table 1 illustrates that 7 of 9 certified NT schools earned 9th grade Reading proficiency rates higher than the comparison schools. There was a range in the margin with NT schools performing between 4 and 31% higher. Four sites had margins that were double-digit percentages. These results were fairly consistent across community type, as high fidelity schools in urban, suburban, and rural settings all showed evidence of higher achievement.

In terms of Math, Table 2 illustrates a similar pattern. That is, 8 of 10 NT certified sites had higher Math proficiency rates than their comparison schools. The margin was not as variable as with Reading as the high fidelity schools outperformed the comparison schools by 3% to 21%.

Table 1:

9th Grade Reading State Test Results, 2007-08

NT Schools Vs. Comparison Schools

	State	Community Type	NT 9th Grade Reading Proficiency Rate	Comp School 9th Grade Reading Proficiency Rate	Difference
LA School of Global Studies	CA	Urban	38%	22%	16%
Student Empowerment Academy	CA	Urban	45%	14%	31%
Napa NT HS	CA	Suburban	68%	54%	14%
Sacramento NT HS	CA	Urban	48%	57%	-9%
New Tech High @ Arsenal	IN	Urban	49%	44%	5%
Zebra New Tech	IN	Rural	74%	74%	0%
Tech Valley High School	NY	Suburban	*	*	
Akins NT HS	TX	Urban	94%	90%	4%
Math, Eng, Tech, & Science Academy	TX	Urban	90%	84%	6%
Manor NT HS	TX	Suburban	91%	76%	15%

No data available.

Table 2:

9th Grade Math State Test Results, 2007-08

NT Schools Vs. Comparison Schools

|	NT 9th Grade Math Proficiency Rate	Comp School 9th Grade Math Proficiency Rate	Difference
LA School of Global Studies	7%	2%	5%
Student Empowerment Academy	12%	1%	11%
Napa NT HS	20%	17%	3%
Sacramento NT HS	9%	11%	-2%
New Tech High @ Arsenal	49%	44%	5%
Zebra New Tech	84%	84%	0%
Tech Valley High School	93%	89%	4%
Akins NT HS	77%	73%	4%
Math, Eng, Tech, & Science Academy	80%	69%	11%
Manor NT HS	69%	48%	21%

High School Graduation Results

High school graduation results were consistently available for California NT schools for 2006-07 and 2007-08.   Overall, across the six California NT sites, the graduation rate in 2007-08 was between 69% and 100%.   As Figure 1 illustrates, <u>4 of the 6 NT schools surpassed the graduation rates of their comparison schools as well as the district average.   Moreover, the 2 California schools that hold</u>

certification status – Napa and Sacramento NT – had two of the higher 2007-08 graduation rates at 98% and 99%, respectively.

Figure 1:

California NT High School Graduation Rates, 2006-07 and 2007-08

NT School vs. Comparison School vs. District Rates

California High School Graduation Rates, 2006-07 and 2007-08

NT School Vs. Comparison School Vs. District

☐ 0607 Grad Rate ■ 0708 Grad Rate
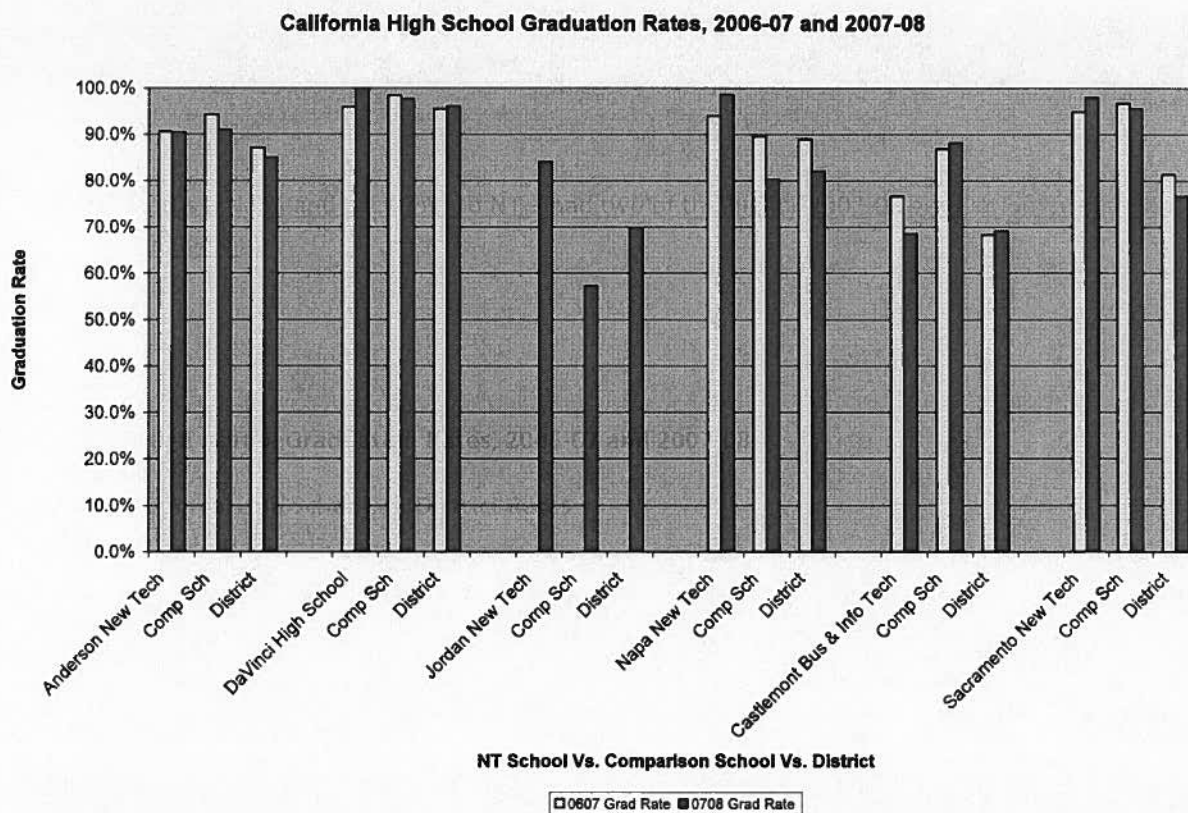
Attendance Results

Attendance data were available and analyzed for the NT schools in Indiana and North Carolina. The average 2007-08 attendance rates for these sites were extremely high. Indiana and North Carolina NT schools all had attendance rates between 90-100%, which tended to be higher than the comparison groups. For example, Figure 2 illustrates that in North Carolina, 7 of 8 NT schools had higher rates than the comparison schools, and 5 of 8 surpassed the district.

Figure 2:

North Carolina NT Attendance Results, 2007-08

NT School vs. Comparison School vs. District Averages

North Carolina Attendance Results
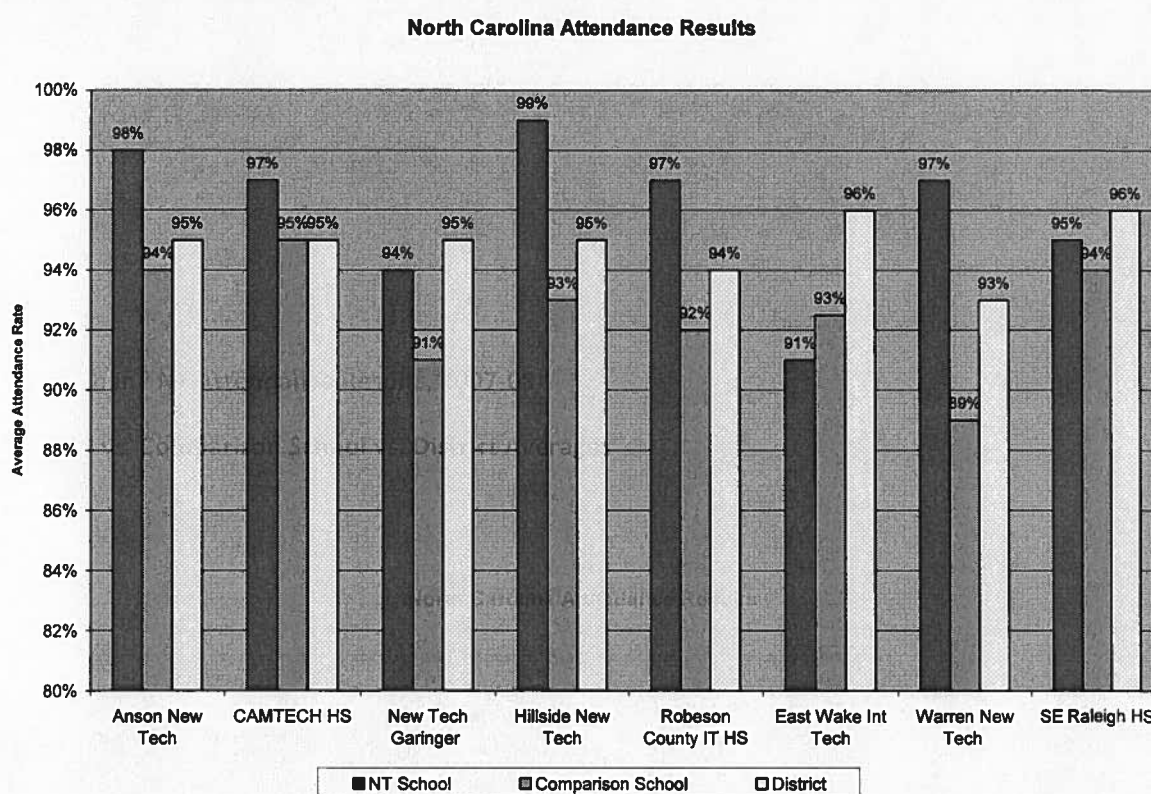
Preliminary 2008-09 State Test Results

Preliminary 2008-09 state test results also demonstrate high patterns of achievement and growth across many NT schools. The North Carolina NT schools evidenced strong gains in Math achievement (see Table 3). On the Algebra End-of-Course exam, 4 of 5 NT schools showed a gain in proficiency rates from 2007-08 to 2008-09. Most notably, Garinger NT progressed from 67% proficient in Algebra in 2007-08

to 91% in 2008-09. Scotland HS of Math, Science and Technology similarly increased by 19% over the two-year period.

Table 3:

North Carolina End-of-Course Algebra Exam Results for NT Schools, 2007-08 to 2008-09

School	Algebra						
	2007-08			2008-09			
	# Valid Scores	# At/Above Level III	% At/Above Level III	# Valid Scores	# At/Above Level III	% At/Above Level III	Change
Anson NT	33	20	61%	30	21	70%	9%
CamTech High	48	27	56%	48	30	63%	7%
Garinger NT	52	35	67%	55	50	91%	24%
Hillside NT	73	36	49%	66	13	20%	-29%
Scotland HS of Math Science Tech	5	1	20%	13	5	39%	19%
Warren NT	*	*	*	89	67	75%	75%

* No data available.

Furthermore, the NT schools in Texas also displayed high achievement levels in Math and Science in 2008-09. Table 4 illustrates, for example, that Manor NT had a Science proficiency rate of 84% in 10th grade and 95% in 11th grade. These rates were significantly higher than the comparison school, which earned only a 33% rate in 10th grade Science and 70% in 11th grade Science. Similarly, the Math proficiency rates for Manor NT across grades 9 through 11 were between 67-84%, in contrast to the comparison school, which earned rates between 31-59% across grades. These patterns were also evident for METSA NT, which earned Math proficiency rates of 86-87% in Grades 9 and 10 and a Science proficiency rate of 76% in Grade 10. These rates were 17-20% higher than those earned by the comparison school.

Table 4:

Texas NT Math and Science TAKS results, 2008-09

	9th Grade Math	10th Go Math	11th Go Math	10th Go Science	11th Go Science
Manor NT	73%	67%	84%	84%	95%
Comparison School	*43%*	*31%*	*59%*	*33%*	*70%*
METSA NT	87%	86%		76%	
Comparison School	*70%*	*66%*		*58%*	

Other Success Indicators

Further school level analysis from 2007-08 also demonstrates patterns of high student achievement across many NT schools. Most notably, the following highlights typify the type of gains in student outcomes evidenced by NT schools:

> ** All six California NT schools outperformed their comparison schools and/or district in 9th grade Reading on the California Standards Test*

> ** The Student Empowerment Academy at Jefferson High School in Los Angeles, California, had a 120 percent increase in student test scores on the California State Assessment in just one year. The majority of Academy students are first-generation Latinos who are English-language learners.*

> ** In North Carolina, all NT sites had proficiency rates on the English 1 End-of-Course exam above 60%. Three schools - Anson, Camtech, and Warren - had rates above 80%. 6 of 7 NT schools outperformed the comparison schools, often by large percentages.*

> ** In terms of Science achievement, Manor NT in Texas had a pass rate of 80% in 10th grade Science, which was significantly higher than the district rate of 46% and the state rate of 65%.*

*All 3 Texas NT schools had Reading pass rates of 90% or higher and surpassed the averages earned by comparison schools. Manor NT had a pass rate of 91%, which exceeded the comparison school by 15% and the district by 11%.

*The 10th grade math success rate at Patrick F. Taylor Science & Technology in Louisiana was 80% in 2007-08, considerably higher (by 63-66%) than the comparison school and district.

*In New York, Tech Valley HS had a pass rate of 93% in Integrated Algebra, which was 4% higher than the comparison school and 18% higher than the state average.